

PACEEQ / RTI International

COMMUNITY PARTICIPATION, QUALITY AND EQUITY IN GUINEA'S SCHOOLS

Evaluation Report of the PACEEQ project: 2001-2005

9 May - 16 June 2005

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ACKNOWLEDGEMENTS

Several teams contributed to this report.

The people who, in one way or another, work toward the realization of PACEEQ's objectives are the first who should be thanked. Whether based in Mamou, in Kankan and N'Zererekore or in the other regions (Labe, Faranah, Boke), they must be thanked first. These people are not only competent, but they also demonstrate a remarkable devotion to their task. Each should be thanked for his/her competence which made the evaluation work pleasant. The head of the project, Mr. Seni Diop, should be congratulated. His leadership has unanimously been praised by all the project's partners and our conversations with him confirmed his mastery of all the project's details and also the breadth of his vision. He wished not to be involved in the evaluation in order to avoid any undue influence, but he remained available when we wished to gain access to his deep knowledge of the project. It is he who created in his team an atmosphere of openness, a sincere commitment to the objectives of the project as well as a team spirit. One indicator of the talent contained within the project's team is telling: several team members leave the project every year to go and work elsewhere. These departures show that PACEEQ staffs have been able to acquire a know-how that is sought after by other projects. Whether employed by PACEEQ or other projects, these people contribute to the development of their country.

We wish to express our gratitude to the many people who agreed to give us some of their precious time (precious because the evaluation took place at the beginning of the growing season) to talk to us about the project. The conversations often lasted much longer than anticipated, and the team members could not always arrive on time. The parents' availability proves the importance they give to "their school".

Many people agreed to speak to us, in particular Dr. Doukoure, head of AED (hence of alliances) and the director of EDC, Mrs. Thelma Khelghati. Several members of the national bureau of the FEGUIPAE, in the midst of a self-examination, agreed to share with us their concerns as well as their hopes. The members of the USAID educational team shared with us many of its hypotheses and conclusions concerning the project in particular, and primary schooling in Guinea more generally. All these interviews took place in a cordial and open atmosphere. We are grateful to them.

The evaluation team also benefited from the faultless assistance of the RTI team. Mr. Hassanne Diallo, the project's statistician, had to be in Mamou to train local officials when the evaluation team was completing its work in Conakry. So, he provided statistical data by email, even though this work had to be done at night, after he had taken care of his obligations as trainer of regional statisticians.

Mr. Ibrahima Diakite, whose numerous obligations include the supervision of the monitoring and evaluation parts of PACEEQ, was totally available. We very much appreciated his frankness as well as the constant interest he showed in our work. He and his associates organized the logistics that our field work required. As experienced professionals, they managed to redo the fuel budget when, the day before we left, diesel increased in price by 50%. Mr. Diakite knows a lot of people and it is because of this wide range of contacts that we were able to build a team of experienced national consultants.

It is thanks to all these people that the evaluation could take place in particularly favorable circumstances. We benefited from the considerable experience of Dr. Jennifer Spratt who oversees RTI's activities in Guinea. Even though such work is not included in her official duties, she helped us

produce several of the graphs we used in the presentation made to USAID. She also produced several tables that are included in this report.

As coordinator of the team, I would like to express my gratitude towards my colleagues, the national consultants, who understood quickly what was expected of them. They gave of themselves without reservation to a difficult task. Each team covered more than 2500 km, sometimes on hardly driveable paths, slept in villagers' houses because of the lack of hotels and, finally, had to work in Conakry without electricity in a room lacking air conditioning. Despite all that, everybody remained in a good mood, a team spirit prevailed and the exchanges of views were always frank and honest.

LIST OF COMMONLY USED ACRONYMS

Acronym*	English Definition <i>(If applicable, French full name in Italics)</i>
AED	Academy for Educational Development
APEAE	Parent Association <i>(Association des Parents d'Elèves et Amis de l'Ecole)</i>
B/APEAE	Board of Parent Association <i>(Bureau d'Association des Parents d'Elèves et Amis de l'Ecole)</i>
C/APEAE	Federated Parent Association <i>(Coordination des Associations des Parents d'Elèves et Amis de l'Ecole)</i>
CRD	Rural Community Development Committee <i>(Comité Rural de Développement)</i>
DPC	Baseline Community Evaluation <i>(Diagnostic Participatif Communautaire)</i>
DPE	Prefectoral Department of Education <i>(Direction Préfectorale de l'Education)</i>
DSEE	Elementary Education Delegate <i>(Délégué Sous-préfectoral de l'Enseignant Elémentaire)</i>
EAP	Educational Action Plan
EDC	Educational Development Center
ERO	Bi-Annual Internal Evaluation <i>(Evaluation Rapide Organisationnelle)</i>
FEGUIPAE	National Federation of Parents Association <i>(Fédération Guinéenne des Associations de Parents d'Elèves)</i>
FKL	The regions of Faranah, Kankan, and Labé
IRE	Regional Education Inspector <i>(Inspection Régionale de l'Education)</i>
NGO	Non-Government Organization
PACEEQ	Community Participation for Equity & Quality in Basic Education in Guinea <i>(Participation Communautaire à l'Education de Base pour l'Equité & la Qualité)</i>
RTI	Research Triangle Institute
EPT	“Education For All” Project <i>(Secrétariat Technique de l'Education pour Tous)</i>
TOT	Training of Trainers <i>(Formation de Formateurs)</i>
WEG	World Education, Guinea

EXECUTIVE SUMMARY

USAID funded several experiments in the regions of Mamou and Kankan between 1997 and 2001. Positive evaluations of these experiments led to the decision to fund a project with the following objectives:

1. Increased participation of the Parents' associations in decision making, mobilization and management of resources for primary schools.
2. Increased participation in schools of civil society organizations as well as NGOs.
3. Increased quality of education and more equity for girls and rural children as a result of community participation.
4. Improvement in access to school for girls and rural children.
5. Increased grade promotion and access to schooling for girls and rural children.

The PACEEQ project is based on an approach according to which the trainee becomes the trainer. World Education, an American NGO, was responsible for the conception of the training and to coordinate the activities of the consortium that had been organized to reach these objectives. The first kind of training was designed for local Guinean NGOS in the areas selected by the project. Then, these local NGOs would train the Parents' associations (how to lead meetings, how to keep records, how to carry out elections, etc.). Once the training completed, the local NGO would also assist the Parents' association in elaborating and carrying out school improvement projects, the identification of other NGOs capable of assisting the Parents' association in carrying out specific activities (such as AIDS prevention programs). The goal of the training provided to Parents' associations and the other targets was to make them capable of participating in the management of the school, to mobilize resources, to improve the quality of the school and to significantly increase equity between boys and girls and between children living in rural and in urban areas.

In order to strengthen the attainment of these objectives, two complementary activities were planned and executed: a literacy campaign whose training modules focused on school (what is a “quality” school, why should girls go to school, what prevents girls from going to school and succeeding, etc.?) and radio programs with similar themes.

The final evaluation is based on detailed interviews with each type of target (Parents' association boards, alliances, federations of Parents' association organizations, educational officials, locally elected officials). Mid-course evaluations were also examined. PACEEQ collected an impressive set of data and they were also used in this evaluation.

These interviews and analyses lead to the conclusion that PACEEQ reached its objectives. In particular, community participation in the co management of schools is now a reality that will be very difficult to dismantle. That situation results from the fact that educational leaders have learned to rely on communities to manage schools, but also because such participation improves the schools' quality. In particular, the support that teachers receive and the control of teachers' behavior that that support makes possible has given parents a power that they previously lacked. The support of the school by the community represents a vital resource for the school's quality.

Equity improved significantly, spectacularly sometimes. It is true, however, that the observed improvements do not systematically surpass that obtained in areas not included in the project. It should be noted, however that other partners work in these geographical zones and that radio programs contribute to the spread of the PACEEQ message.

Community participation created a potential for democratic participation. This participation strengthens other projects' activities whose goal is to make the educational system more effective.

Besides the continuation of a project similar to PACEEQ, we recommend that more detailed studies be launched in order to better understand how such a project could reach its objectives even better. We make this recommendation because PACEEQ was conceived on the basis of successful previous experiments and we believe that such an approach, building on documented success, constitutes an essential key for success. That is what PACEEQ showed.

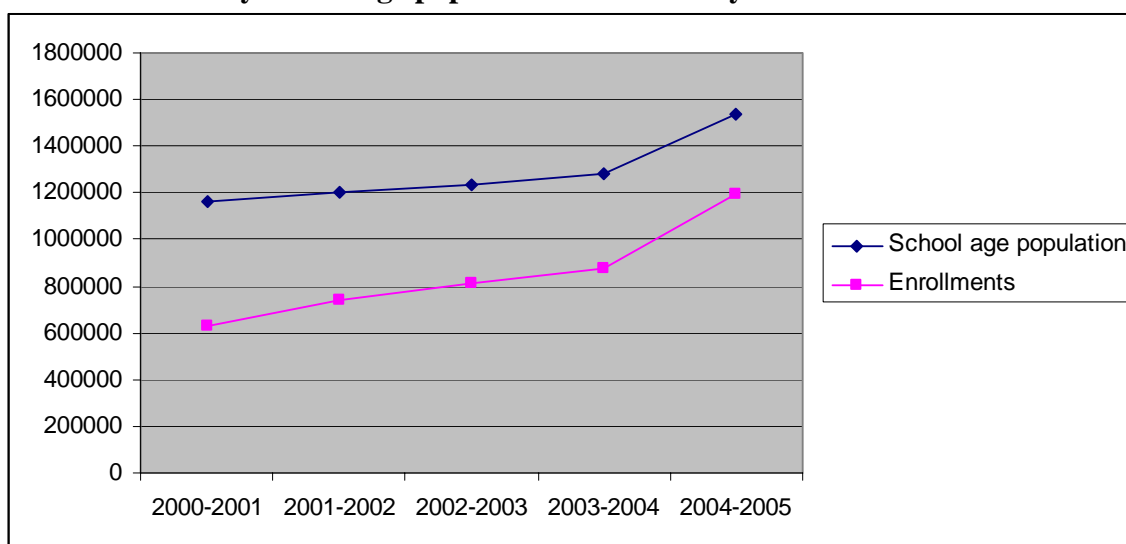
1 INTRODUCTION

1.1 Context

In a way similar to other countries where schooling is still not yet universal, Guinea is trying to improve its school attendance rate and to insure that all children who leave school are ready to discharge their obligations as adults.

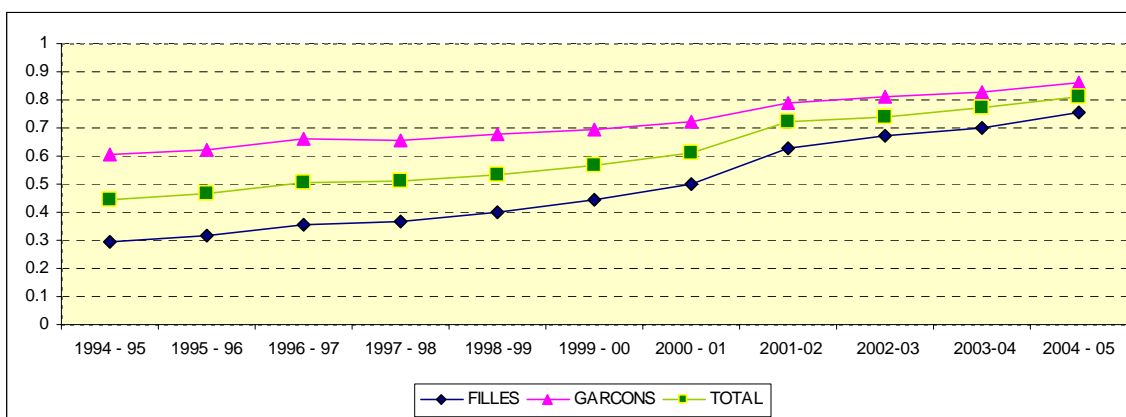
In order to reach that objective, many obstacles must be overcome, notably the poverty of the country and a high rate of demographic increase (2.37% a year) which constitute major obstacles: 44.4% of the population is under 14 years of age and thus a constantly increasing number of children reach school going age. In order to reach the 100% of children in school, schools must be constantly built and teachers trained. The red line shows the number of children enrolled in school, the blue line the children who are of school-going age.

Primary school-age population and Primary school enrollments



The following graph shows the evolution of the gross enrollment rate for girls, boys, and total.

Gross enrollment rates



The above graphs show that the gross enrollment rate and girls' access to school have made substantial progress. But these improvements have not been equally spread between rural and urban areas and certain rural communities still have a gross enrollment rate of 50% for boys and 40% for girls whereas they exceed 100% for Conakry, the capital.

Moreover, the qualitative indicators are not satisfactory: grade repeating rates and early leaving rates remain high, teachers are in short supply (more than 2000 classrooms cannot be used because of the lack of teachers), their training is not always adequate, the curriculum is not always well suited to the learning objectives and teaching materials are scarce. The resources available to school and to communities to overcome the infrastructural shortcomings and the working conditions are usually insufficient.

The enormity of the task and the low level of available resources caused Guinea to solicit the assistance of partners able and willing to help the country develop its human resources.

1.2 USAID assistance

USAID assists the Guinean educational system so that it might be capable of insuring that all children have access to a quality education, with a particular attention to the schooling of girls their success in school. The emphasis on girls' schooling stems, on the one hand, from the realization that cultural norms create a handicap for girls in comparison to boys and, on the other, from the positive consequences girls' education can have on the general improvement of society, given the privileged role women play in economic, social and cultural activities. In any event, if girls do not go to school, schooling cannot become universal.

USAID assistance also seeks to improve the quality of teaching so that the children will learn enough and, thus, will leave school prepared to seek additional schooling or join the labor force. This assistance takes two complementary forms:

“From the top”, i.e. at the national level and at the level of the branches of the national agencies, USAID reinforces the institutional capacities of the educational system, in particular the improvement of planning and management and that of the quality of the schooling offered (supply) through the project NFQE. This strategy “from the top” itself is part of development plan that includes several national and international actors, these efforts being coordinated within the EPT, a government program that receives significant assistance from the World Bank, USAID and other technical and financial partners. This program seeks to insure that the development of primary schooling is harmoniously integrated with that of the other parts of the educational system and that these efforts reduce poverty. This strategy includes, among numerous activities, the building of 10000 classrooms, the initial and in-service training of teachers, increased financial support, etc.

“From the bottom”, USAID facilitates the involvement of communities and civil society organizations in the management of their schools. Such is the mission assigned to PACEEQ which is implemented by a consortium led by World Education, a consortium that also includes Save the Children, EDC, RTI and AED.

According to the result framework, the objectives are as follows:

6. Increased participation of the Parents' associations in decision making, mobilization and management of resources for primary schools.
7. Increased participation in schools of civil society organizations as well as NGOs.
8. Increased quality of education and more equity for girls and rural children as a result of community participation.
9. Improvement in access to school for girls and rural children.
10. Increased grade promotion and access to schooling for girls and rural children.

But local actions cannot accomplish everything and that is why a dialogue started between the communities and the educational administration at all levels (prefectures, for example) so that all activities would be more coherent. More plentiful resources and better managed resources provided by the State make it possible for representatives of the national government to respond positively to the requests of the communities which must also provide complementary resources. That is why the efforts 'from the top' and those 'from the bottom' cannot be separated. These complementary efforts at the local and national levels can be illustrated in the case of girls schooling. Alliances (which group several local associations at the level of the sub-prefecture) concentrate their efforts on the special difficulties that prevent girls from going to school and from succeeding when they attend. That goal can be reached only through the actions of the community members. But, in order for the community's efforts to bear fruit, the State must play its part (hiring and payment of teachers, for example). The indispensable cooperation between the community and the schooling authorities takes place, in theory, at all levels: sub-prefecture, prefecture, region and national level). For example, the State has launched a policy of decentralization of services. The goal is to create a rich institutional context based on democratic participation and the resolution of problems by those directly affected.

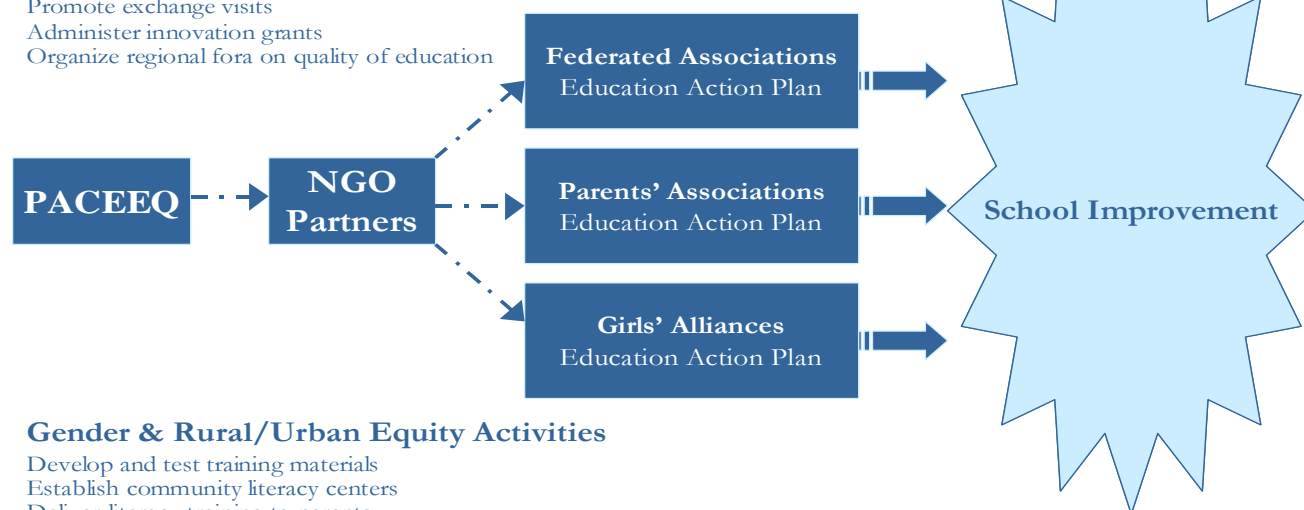
Thus, by assisting activities "from the top" and "from the bottom", USAID (in collaboration with many other donors) seeks to improve access and to also improve the quality of the education young Guineans receive. As will be shown later in this report, PACEEQ has an impact on communities that goes well beyond education.

1.3 Brief presentation of PACEEQ

The following diagram summarizes PACEEQ's approach. It rests on a simple axiom: the community alone knows its needs and it is therefore the only one able to solve its problems. Moreover, in a context where the educational administration is not always capable of satisfying all needs, the community can compensate the shortcomings of that administration.

Community Participation in Education Activities

Develop and test training materials
Deliver training to NGO partners
Administer subgrants to NGOs
Promote exchange visits
Administer innovation grants
Organize regional fora on quality of education



Gender & Rural/Urban Equity Activities

Develop and test training materials
Establish community literacy centers
Deliver literacy training to parents
Develop, test, and broadcast rural radio programs
Establish Girls' Alliances
Train Alliances
Deliver health training to parents' associations with a focus on HIV/AIDS

1.3.1 Objectives and strategies of the program

The logic of the approach demands that the communities be involved in the definition of the objectives and the gathering of resources as well as in the co-management of the educational system. However, given the tradition of centralized management of the Guinean educational system as well as the high level of illiteracy, parents and members of the community does not always clearly understand what a “good school” is. Moreover, they often do not know their rights and do not feel involved in the school their child attends. Community participation should, in theory, bring about a significant change in their behavior as they become involved in school affairs and understand how their contributions are used.

In the case of Guinea, such a step is almost revolutionary. Until recently, members of the community were asked to contribute when resources were needed, but the usage of these contributions was not subjected to any control. The school belonged to the State and many parents refused to send their children there, especially their daughters because they were exposed to big risks, unwanted pregnancies in particular.

Parents' associations have existed in Guinea for a long time, but they had become, in the majority of cases, non functional. Communities did not have all the skills, nor the resources to make these organizations operational.

On the basis of their experience in other countries, World Education, Save the Children, and AED knew that community behavior could be changed. Ever since 1997, World Education had transformed 251 Parents' associations by training and helping them. This experience established that community

participation could be effective, that the actions of the Parents' associations could constitute real responses to the schools' needs. Such a participation process could be maintained over a long period of time. Save the Children (in the Prefecture of Mandiana) and AED (community participation designed to improve girls' schooling) had also showed that their own approach, each different but seeking to reach similar or complementary objectives, could significantly contribute to PACEEQ's objectives.

In this perspective, the strategy proposed and organized by PACEEQ should bring about:

- Increase in community, civil society's organizations and NGOs participation in basic education.
- Increase in the participation of Parents' associations in school decisions. This increased participation will be made possible through a better management of their board which comes about as a result of the training provided by NGOs.
- An increased understanding by all partners, particularly by parents, of the problems children experience, girls in particular.
- An increased capacity of local NGOs because of the training they will have received.
- Increased resources made available to schools by parents who will have become more willing to be their school's advocates (which will have really become their school) so that other partners might help them.
- A more efficient management of the resources because of the improvement in the management system as well as the increased openness.

1.3.2 Organization and implementation

Organization. PACEEQ is made up of partners whose activities were coordinated by World Education. Each of these partners brought a well documented (on the basis of empirical evidence) experience concerning the effectiveness of its own approach.

In order to best capitalize on each partner's experiences, the tasks were distributed as follows:

- World Education, whose headquarters are in Mamou, coordinates the activities and is responsible for the Parents' association's training in the regions of Labe, Faranah and Boke. This organization also coordinates the literacy programs.
- Save the Children has a similar task in the regions of Kankan and N'Zerekore. This NGO's headquarters are in Kankan.
- AED is responsible for girls' education, in particular of the support to be given to alliances.
- RTI provides technical assistance for the monitoring and evaluation of the activities.
- EDC is charged with the technical organization of the radio programs whose content is made available by World Education.

It is obvious that all these American NGOs must cooperate with local, regional and national educational leaders.

The involvement of several NGOs in a consortium requires excellent communication and an open mind on the part of all partners. That is why quarterly meetings were planned. The monitoring and evaluation system is integrated in the national system of statistics and makes it possible to analyze the evolution of the situation, at the local as well as at the national levels. Lastly, the Guinean NGOs charged with Parents' association training, that of the alliances and federated Parents' associations were expected to include modules dealing with HIV/AIDS in the training.

Operationalization. PACEEQ is based on an approach that relies on trainees becoming trainers. Thus, Guinean NGOs, selected on the basis of their experience and competence, are trained by World Education. This training then enables that NGO to train the Parents' association boards over a 2 year period (it should be noted that this training can only take place during certain times of year and that each session can last only a relatively short time because all the trainees are involved in income producing activities). Before the training begins, World Education carries out an evaluation (ERO) for each NGOS, evaluation that covers the following areas:

- Mission of the NGO (6 questions)
- Structure and organization (11 questions)
- Functioning (17 questions)
- Administrative and financial management (30 questions)

The score obtained by each NGOS determines the importance that will be given to each element of the training each NGO will receive as well as its duration. The goal is to make the NGO able to train the Parents' associations it will be responsible for. For example, the first training session concerning the elaboration of an annual budget looks as follows (the training themes for each objective are available in French in the appendix):

FIRST SESSION: ELABORATION OF AN ANNUAL BUDGET

OBJECTIVE: At the end of the session, trainees will be able to:

1. Explain what a budget is and list the elements that are important
2. List and briefly explain the rubrics of a budget
3. List the expenses and the receipts of a Parents' association
4. List the steps in the elaboration of a budget
5. Create a draft of a budget
6. Create a calendar to complete the draft

This training (which relies on a competency approach) includes several elements dealing with the functioning, the management, partnership, and the structure of a Parents' association. The questionnaires that determine the level of a Parents' association before training begins looks like this:

The Parents' association has statutes:

1. no
2. being elaborated
3. they exist, but they are not well known
4. they are known only by the members of the board
5. they exist and they are well known

The Parents' association has internal rules:

1. no
2. being elaborated
3. they exist, but they are not well known
4. they are known only by the members of the board
5. they exist and they are well known

The structures that should exist actually do (general assembly, board,)

1. not at all
2. only the board
3. the board, general assembly and executive committee exist
4. all the structures exist

Thus, 53 questions are posed, each yielding a score (see examples above). Moreover, questions dealing with the quality of education (for example, campaigns to explain to parents why they should send their children to school, their daughters in particular) are asked. Whether members enrolled in the literacy centers is ascertained, certain questions dealing with health (for example: list the constraints involving health that affect teachers, pupils, especially girls) as well as the lobbying efforts are also asked. Parents' associations are then classified as being “not functioning, “functioning, functioning relatively well, functioning well or functioning extremely well. This classification is based on the total number of points (each answer, as shown above, yields a score).

When the project began, local NGOs had only a rather vague idea of what they were supposed to do, even in their chosen area of concern (local development, for example) and these areas did not necessarily involve education. The training given to NGOS makes them able to intervene in the community. Thus, they will create coalitions and networks in order to share their knowledge and become key partners in the field of education. Because of the local NGOs interventions, the community's competencies increase and the NGOs can become a resource for the communities. For example, a Parents' association that wishes to launch an AIDS awareness campaign could ask a local NGO to get in touch with another NGO specializing in that area. A Parents' association could also solicit the assistance of a NGO if it wanted to launch a special activity, drilling clean water well, for example. The partnership between local and national actors and the network that the NGOs will constitute will assist the reaching of the objectives, for example by making it possible to share information or successful experiments.

Once trained, NGOs become trainers of the Parents' associations in order to facilitate the participation of parents and to improve the school's quality and equity. That improved quality takes several forms (teaching materials, teacher training, for example) and includes the schooling of girls. A similar support is given to the alliances. They use a different approach that emphasizes the community's participation in the decisions affecting the school when these pertain to girls' schooling.

Parents' associations are then encouraged to federate at the different levels of the country's administrative system (community, sub-prefecture, prefecture, region and nation) in order to eventually create a civil society that will be the administration's partner in the implementation of the government's educational policy.

The key aspect in this approach involving trainees becoming trainers is therefore the strengthening of the Parents' associations' management capacity, as well as that of the alliances that have been created to improve girls' schooling and their success in school.

In order to continue the work that began between 1997 and 2001 in the region of Mamou, PACEEQ focused on the strengthening of the federation's (called coordinations) management capacities, these coordinations being federations of local Parents' associations. This federation occurs at the different levels of the administrative hierarchy (sub prefecture, prefecture, region and nation), each level being required to provide assistance to the Parents' associations at the lower level. The strengthening of the national association, FEGUIPAE, was also planned.

Experience showed that illiteracy represented an important hindrance to the spread of schooling and to the functioning of the Parents' associations. PACEEQ thus created literacy centers. These differ from classical literacy centers because their themes involve schools and schools only: girls' schooling, school quality, AIDS. Thus, the objectives are more easily reached because one major hindrance will have been removed.

This emphasis on schooling and on quality schools are also reinforced by a series of radio programs designed for rural populations that are not necessarily served by PACEEQ and who cannot move around easily and who, being usually illiterate, are more likely to listen to an aural message.

2 METHODOLOGY OF THE EVALUATION

The evaluation relied on several sources of information.

2.1 Review of documents

The evaluation began with a review of the numerous documents produced by the project, in particular the quarterly and annual reports. These reports present a detailed explanation of all the project's activities, these activities being designed to bring about quantitatively measurable outcomes. A list of the documents consulted appears in the appendix.

2.2 Quantitative Sources

These measurable outcomes rely on several sources of information:

- **Rapid Organizational Evaluation (ERO in French).** That instrument was used at the beginning of the intervention to determine the functioning of the Parents' associations, the alliances and the NGOs. This instrument, used in several other countries to a similar end, emphasizes internal organizational capacity. The final ERO was available only in part, the data entry not having been entirely completed when the evaluation took place. The final data reported in this report are based on an analysis of about 80% of the final ERO questionnaires.
- **The bi-yearly data collection questionnaire.** This instrument makes it possible to better assess the activities (as opposed to the potential that the training creates) of the organization. Administered twice a year to each target (Parents' association, alliance, NGO, literacy centers,

coordination). This questionnaire makes it possible to specify the areas where a Parents' association or an alliance is encountering problems, to assess the progress that has been made and to adapt the training to the specific difficulties the organization is encountering.

- In addition, Guinea has a highly developed educational data base (developed with USAID assistance many years ago, but being kept up-to-date by the Ministry of Education). Thus, it is possible to compare schools that have been involved in the project with those that have not. It should be noted here that the selection of schools included in the project was not done statistically, but rather according to criteria specific to the project's objectives. PACEEQ's schools are more rural (83% of the schools are rural while the national average is 79%, excluding Conakry – the capital - and Kindia, areas where PACEEQ has not yet been active). The schools are also poorer and have fewer girls than the majority of Guinean schools.

2.3 Field Work

2.3.1 Sample

In order to meet Parents' association board members, alliances, federations (organizations constituted of all Parents' associations in an administrative area, such as a sub-prefecture or a prefecture or a region) as well as school heads, educational officials, NGOs and local leaders, a random sample was drawn (35 Parents' associations + 4 “control Parents' associations). Even though the sample is not fully representative in the case of several indicators, a verification of the sample's characteristics along the most important variables for the evaluation revealed that the sample was reasonably representative. The sample had the following characteristics:

Table 1. Characteristics of the sample's organizations

Organization	N	Women	Total	Less than 45 years	More than 45 years	Illiterate	Literate	Attended school
Parents' association	39	28%	372	81%	29%	36%	33%	31%
Alliance	8	44%	57	46%	54%	51%	12%	33%
Coordination Préfecture	7	32%	84	11%	89%	12%	19%	56%
Coordination Sub-Prefecture	7	26%	81	44%	56%	28%	32%	40%

2.3.2 Method of data collection

Interview guides for each target population were prepared by the team. These guides dealt with the actual activities of the Parents' associations, alliances and coordination concerning governance, community participation, attitudes towards girls' education, quality of education and included also questions concerning rural radio and literacy centers. These guides made it possible to hold very rich

discussions concerning accomplishments, the processes that brought about the observed changes, directly measurable outcomes as well as more general impacts that turned out to be quite important.

To gather the information, the team divided itself into 3 groups of 2 persons, each group being responsible for 2 regions. Once the communities had been selected at random, the PACEEQ regional coordinators were contacted and their help solicited so that community workers could introduce the evaluation team members to the community. The team coordinator held discussions with the board of 5 Parents' associations in the regions of Labe and Kankan, with 2 coordinations (Labe and Mamou), with 2 alliances in 3 regions. He also had lengthy discussions with the national representatives of AED, Save the Children, World Education, RTI and EDC. He also met with leaders from Aide and Action, 3 members of the board of the national organization (FEGUIPAE) and the national coordinator of the EPT (Education for All) who is charged with the coordination of all educational development activities.

It should be noted that the project did not select a control group of Parents' associations, i.e. Parents' association that did not benefit from the intervention. Such a selection would have made it easier to measure the project's real impact. The evaluation team had intended to select 3 Parents' associations that had not participated in the project. For several reasons, including time constraints (as well as the constraints resulting from the agricultural calendar in rural areas), this intention could not be carried out as planned and only 7 APEAE were contacted, of which only 4 provided useable information. It is however reasonable to think that the vast majority of the Parents' associations are characterized by a low level of organization before the project started and, therefore, it is highly likely that the Parents' associations that were not involved in PACEEQ would have obtained ERO scores similar to those obtained at the beginning of the project by the Parents' associations that did participate.

3 RESULTS

3.1 Areas covered and basic demographic information

650 Parents' associations were involved in the project, to which should be added the 251 that received training during the experimental phase between 1997 and 2001. To these numbers must be added 37 alliances that concentrate their efforts on girls' education and 24 local NGOs. (see Table 6, below)

In sum, PACEEQ trained 69567 board members in 2004 and a total of 163,909 participants to training programs who can be added to the board members trained during the experimental phase. Moreover, 14817 board members of the federations were trained. 11098 alliance board members received training in 6 modules. If we combine all interventions, PACEEQ affected more than 350,000 children in one fashion or another. 365 schools are urban and 1834 are rural. The federations of course affect these numbers (because federations affect a fairly large area). The pupils affected by federations represent 47% of urban enrollments in PACEEQ schools and 45% of rural enrollments in PACEEQ schools. Alliances affected more than 63,000 children.

These numbers show that, in this first phase, PACEEQ did not reach a critical mass that would make it possible for the project's ideas to spread spontaneously (although there are signs that such a process has begun, as we will show later). It should be noted that national coverage was not one of PACEEQ's

objectives. The 901 Parents' associations directly supported by PACEEQ represent only 15% of all the Parents' associations in the country. However, PACEEQ was present in 19 prefectures, or 57% of the 33 that exist in the country. Moreover, PACEEQ was active in 6 of the 8 regions, or 75%. It must be observed that 2240 Parents' associations benefited from the activities of the federations, alliances, and literacy centers, or almost 1/3 of all the country's Parents' associations. It should also be noted that the training provided to Parents' associations and to alliances took place over a relatively short period of time, particularly for an illiterate population.

One question must be raised in 2005: will federations, and the other organizations, be capable of training the boards that have not yet been, either because they are in a zone not covered by the project or because the board will have been renewed through the normal election process. At this time, it should be remembered that the educational system is expanding very rapidly (hence, new schools are being created, each in need of a new Parents' association) and it is thus not certain that these new ways of doing things will be generalized after the project finishes without additional support.

3.2 Institutional capacity strengthening

Objective 1. Increase in the participation of Parents' associations in decision-making.

3.2.1 Training

The training provided to board members by local NGOs was unanimously praised by the members we interviewed. They rated that training as “excellent” on a scale from “unsatisfactory” to “excellent”. This training gave members skills that they can use in their other activities (example given by a butcher in Koundou). In Tiro, training made possible “an open mind towards the external world, towards mutual assistance with other communities and the towards education officials”. In Marela, people understood, once the training had taken place that “illiteracy is a prison”.

260 literacy centers have served 7,582 learners as of December 2004. This exceeds the project target number of literacy centers by 16%. Of the 161 literacy centers that have completed the initial literacy course, approximately 70 % of learners completed the course and 70% of the course completers were evaluated to be literate.

It is even more important to observe that this training launched a process of transfers benefiting other parents and Parents' associations in the community so that a normal turnover will be possible eventually. The methods used to realize these transfers are:

- Commentary and discussions of the Parents' associations' statutes
- Sharing with the members of the organization by those who benefited from the training during general assemblies.
- The transparency of the activities which makes it possible for the members to monitor what the board does.
- Parents are invited to become involved in the various activities of the board.
- In a number of cases, some parents not members of the board were trained (see figures above: the training numbers derived from yearly reports indicate a far higher incidence of training of parents than our survey shows).

- The selection of trusted men and women and then making these people familiar with the approach
- Keeping all Parents' association documents up-to-date and inviting parents to consult them.

A strong demand for literacy exists among the board members and among the population in general. A number of literacy centers have been re-opened at the request of communities. A number of women only centers were created, an experience that was a great success where it was tried.

We want to isolate the special case of Haute Guinée (region where the “Nko” alphabet was promoted during an intense and effective literacy campaign that began several years ago. This alphabet is widely used to learn to read, write and compute in all the schools we visited: minutes of meetings, financial records, etc. This alphabet is also widely used in farming and commercial activities. It is possible to conclude that, when PACEEQ relies on the community’s previous knowledge, the training PACEEQ provides reinforces that knowledge and vice versa.

Rural radio also plays a decisive role in training. These programs have made it possible for Parents' associations not included in the project (in Lelouma, for example) to acquire a certain amount of knowledge and skills relevant to the project and to accomplish quite a bit. Radio thus represents an important method of spreading PACEEQ’s message and this evaluation can only confirm the conclusions of that carried out in October 2004 that dealt specifically with the impact of the radio programs.

The visits between Parents' associations are also important in spreading the experiences and the skills developed as a result of the training. They strengthen the understanding between communities. These visits are not yet very frequent, between 2 and 4 in the regions of Labe and Boke, but they are more common (as frequent as 10) in the areas of Faranah and Mamou, the latter region being the first to have been involved in training. One community reported having been invited or having visited 16 other Parents' associations. It is worth noting that Parents' associations not involved in the project have been involved in these visits which contribute significantly to the diffusion of the project’s message well beyond the schools directly involved.

3.2.2 Regulatory texts and organizational capacity

The electoral process has become more democratic compared to previous practices. We note, however, that secret ballot elections are extremely rare (in fact, they may well be totally unknown). We will comment on such a practice below.

Another fundamental outcome of the project: the Parents' associations boards know their role and discharge may tasks that stem from such an understanding. They have the required skills, for example meetings take place on a regular basis, a practice that facilitates communication between members and transparency.

All the documents that are expected to exist were examined during the field work and these observations confirm the progress measured by ERO.

Table 2. Evaluation of documents kept by the board

(source: ERO evaluation carried out at the beginning and at the end of the project's period). A score of 1 means that the practice is unsatisfactory; a score of 5, that it is very satisfactory.

CRITERIA	Score (out of 5) beginning of interventions	Score (out of 5) at the end of interventions
✓ Minutes of meetings are taken by the secretary and are made available to the other members	1,4	4,8
✓ The board elaborated an action plan.	1,2	4,8
✓ A program of activities exist	1,8	4,5
✓ The board carries out constructions	1,7	4,4
✓ Special contributions are solicited are actually paid	3,1	4,1
✓ The board keeps a record of contributions and expenses	1,6	4,4
✓ The board justifies expenses with receipts	1,1	5,0
✓ The board has an inventory record	1,1	3,5
✓ Financial procedures are clear	1,7	4,2
✓ The elaboration and execution of the budget are Participative	1,3	4,5
✓ A financial report IS presented to and approved by the general assembly	1,5	3,9

It is clear that the procedures now follow norms of good governance. However, except in Haute Guinee (see above), in most instances these documents are kept in French, even though all boards include a significant number of members who are literate in a national language. When documents are not available in a national language, they can only be read by a small number of people, sometimes only by the principal, a practice that gives that person even more authority and power in relation to other people. Such a practice hinders transparency and democratic practices. The failure to translate these documents does not stem from an inability to do so; rather it probably stems from a lack of initiative.

It is therefore possible to deduce that the benefits of literacy are not systematically used to improve the board's functioning. The failure to rely on national languages actually contradicts one of the objectives of the literacy campaign.

We mentioned elections earlier. The method used still presents problems, at least from a western point of view because elections involve people's raising their hand to vote for or against a candidate. Given the African context, such a vote cannot always be considered "free". In a number of cases, the village elders recommend, or even appoint, people who become members of the board. In this way, the traditional community brings its prestige and influence to the school. However, a risk of power grab emerges. In addition, if people are not vigilant, such a practice could reduce women's participation.

The legal texts that govern Parents' associations remain vague and subject to different interpretations. Such texts do not exist at the higher levels (federation). For example, the role of the principal is not clearly defined in the texts and in practice. Is s/he an “indispensable partner”, an “advisor” or the “secretary” and is s/he a member of the board?

3.3 Community participation and partnership

Objective 2. Increase in the participation of civil society organizations and of NGOs in education.

PACEEQ's results in terms of partnership and community participation are very positively evaluated by all the educational systems' partners. Communities are beginning to be heard at the sub-prefecture level, but not very much yet at the prefecture level.

3.3.1 Participation, Structure and Federation of Parents' associations

School-level Parents' Associations. Because this project emphasizes the development of human resources (as opposed to projects that emphasize financial resources), Parents' associations have become an essential tool of community mobilization responsible for the improvement of the schools' quality and to foster equality of access (parents and children are made aware of the necessity to send their children to school, teachers receive advice, communities become involved in tasks required by the school, such as repairs).

When some reluctance by some members of the community was observed, Parents' associations managed to get traditional leaders who were members of the board involved in order to change attitudes. In fact, the discussions with board members suggest that, in many cases, a “modern” type of organization (the Parents' association) is reinforced when traditional governance participates. We were told that, in certain communities, traditional leaders suggest that certain persons be elected. Of course, such a practice can represent an undue usage of influence, but it can also represent a selection based on the traditional leaders' knowledge of who is, and who is not, competent.

The visits between Parents' associations are thought to be very useful because they contribute to the exchange of experiences and they yield a certain level of emulation between parents. For example, the board members in Koundou helped in the creation of a Parents' association in a neighboring community.

The organization of the Parents' associations as a full fledged civil society structure is still in its early stage and only partially reaches the prefectural level. The problems that exist involve the legislation (which need to be made more coherent) and the election mechanisms.

Coordinations of Parents' Associations: A number of local Parents' association board members are also members of the federation at the sub-prefecture level. This facilitates the coordination between the two structures, in areas such as information, resource acquisition, recruitment of community teachers and the development of a systematic approach to the issue of girls' schooling which remains the focus of their collaboration.

The federated structure assists the Parents' association to overcome difficulties that cannot be resolved at the local level, for example the recruitment of a teacher or, as in Sinthiourou, the collection of parental contributions or when parents' feel that their participation in decision making is insufficient. There are rare cases of financial support from the federated structure to the local Parents' association. More often, this support takes the form of disseminating information between local Parents' associations. The federated structure at the sub-prefecture level can invite the Parents' association to training sessions and it also organizes exchange visits between Parents' associations. This cooperation can also go the other way, i.e. it can be the local Parents' association that asks the federated structure for assistance, such as conflict resolution. There are cases where the local Parents' association criticizes the federated structure because the latter did not raise the funds the local Parents' association thought it should have. Relationships between the local Parents' association can sometimes be difficult. However, only a participant observer could ascertain why such conflicts arise and how they are resolved.

The federated structures are often asked to get involved when a conflict arises between the principal and the board or between a teacher and parents. In some cases, the conflict is sufficiently serious to get the federated structure at the prefecture level involved. For example, in one case, a teacher was accused of having impregnated a student. That conflict could not be resolved at the local level and eventually required the collective assistance of the prefectural structure and the senior education official.

FEGUIPAE (Guinean Federation of Parents' Associations): The national organization, FEGUIPAE, was created in 1998. Its board has not been renewed since 1998. In 2005, the board is experiencing an identity crisis. The current board members were not elected by the representatives of the trained local Parents' associations. At the national level, FEGUIPAE remains little known by the local boards, in urban as well as in rural areas. The coffers are empty and a consensus concerning a vision for the organization does not seem to exist.

The members of the national board claim not to have the means to make their existence known because the portion of the membership fees that ought to come their way does not. Without such means, the national organization cannot visit communities or prefectures at least, to make its existence known and explain the role it plays. A vicious circle exists: no means, thus no information about the organization, no information, thus no legitimacy, hence no contribution by members. Members of the board claim that the FEGUIPAE played an important role, for example, in negotiating a special rate for students and pupils with the transport union. The president of the FEGUIPAE is a member of the national Economic and Social Council (a body that advises the legislature and the government. It is composed of various groups – women, small businesses, the transportation industry, etc.).

The financial problems are real because FEGUIPAE has not yet managed to sell the principle that members should contribute financially to the organization. But, who is a member is not known exactly: one can surmise that each parent is automatically a member of the national organization. In fact, parents do not feel that they are really members, even if they know that they are represented at the higher levels (prefecture, etc.). In fact, membership is more tacit than explicit. Being tacit, membership does not yet bring the reflex of contributing financially to the organization. Thus, the part of the membership fee that should in theory come its way does not and the national organization thus has no means with which to visit communities in order to make its message known.

A vicious circle exists: no means, thus no information. No information, thus no legitimacy, hence no means. It would take the intervention of a project such as PACEEQ to solve this problem and to establish functional links between the national organization and its regional, prefectural

representatives (in order to remain close to the base). It is not certain that the organization will succeed in convincing parents that it is useful to become a member and, obviously, to contribute financially.

Before PACEEQ, or another organization, intervenes, a fundamental problem must be solved, that of the eligibility of certain persons. Currently, several FEGUIPAE board members happen to be officials of the ministries of education. That can have advantages, but the disadvantage is fundamental: a private association must retain its independence in relation to its partners in order to be able to negotiate on an equality footing. Before an election can take place, the bye-laws should be modified in order to take a stand on this issue of eligibility. How is it possible for a senior civil servant to disagree with a particular aspect of government policy as a member of FEGUIPAE and, at the same time, be involved in the implementation of that same policy as a senior civil servant? The same applies at the other levels (the DPE cannot be a member of the board of the federation for the same reason).

In order to set an example, the elections of the board should be done by secret ballot.

The future of FEGUIPAE must therefore be seen as gradually evolving and evolving slowly. Let us note that PACEEQ builds “from the bottom”. Strengthening the federations only broadens the strategy. Has the time come to work at the national level? We are not convinced, even if logic dictates that the local levels should be represented at the national one. The communication difficulties, their high cost within a context of poverty suggest prudence when it comes to working at the national level.

The prudence we suggest does not exclude following certain principles that would guide the evolution of FEGUIPAE and its relationships with its partners. In particular, the principle of institutional autonomy of FEGUIPAE must be emphasized. FEGUIPAE is not the ministry’s instrument. The State can decide to take account of such institutions, or not, to make them privileged interlocutors, or not. The civil servants responsible for carrying out the government’s directives cannot serve two masters.

Once these principles accepted, FEGUIPAE’s board could be trained, even have access to some technical advice (communication, for example). Headquarters in Conakry would be desirable, but the rent and other expenses might represent an important obstacle. It is obvious that the headquarters should be totally independent of the ministries.

Before elections take place, new bye laws will have to be written, but a better understanding of the organization, its current and potential roles, should be gained. Let us observe that FEGUIPAE represents all parts of the educational system. This could create problems insofar as the interests of higher education, for example, could be incompatible with those of primary education. Here is another question that must be answered: can FEGUIPAE represent the entire educational system?

Once the board elected, a small technical assistance could be considered. Then, the role that the national organization could play in the conception and carrying out of the national educational policy will have to be defined. The problem involved in financing a private organization in a very poor country where local Parents' associations barely cover their expenses is real. To withhold even small sums to finance the higher levels could seem to parents a superfluous expense. It is likely that transparency and good democratic practices will, in time, overcome this situation.

3.3.2 Implication and participation of the Alliances

Alliances operate differently from the Parents' associations. They are composed of several community organizations (professional associations, traditional associations, women, religious leaders, etc.) that concentrate their efforts on the schooling of girls and their success in school. In other words, alliances are beginning to organize themselves as groups composed of representatives of several organizations in order to facilitate the schooling of girls.

It seems that the alliances, where they exist, play a role that does not differ significantly from that played by the federated structures at the same level (sub-prefecture). This point was also noted by the mid-term evaluation of the alliances. It is therefore possible to ask whether alliances do not duplicate the work of the federations and whether such duplication does not lead to a waste of scarce resources.

However, alliances emphasize the special difficulties girls encounter and the solutions that can overcome these difficulties. It should also be remembered that federations follow the organization of the educational system while alliances are the product of a much larger community and do not really reflect the hierarchy of the educational system. Alliances also emphasize a more specific objective (girls' schooling) than those pursued by federations. Whether one type of organization produces better results than the other or whether they reinforce each other is not clear. In 2005, such an assessment will not be possible because the training activities have just ended.

CEEQ does not create an alliance where there is a federation and that practice seems judicious for the time being and it will make it possible to organize on the national territory several types of well-trained organizations which will make objective comparisons of the results to take place in the near future.

3.3.3 Implication and Participation of ONG

NGOs play an essential role in PACEEQ since they are the organizations that train the board members and who track the effectiveness of the training by monitoring the activities carried out by the boards.

Their contribution was unanimously praised and was evaluated as "excellent" by all the boards that participated in the evaluation. The NGOs also trained the literacy centers' teachers who then become PACEEQ messengers in the communities. The very close ties that have been established between the NGO workers and the communities were emphasized throughout the evaluation. In this context, it is possible to rely on casual observations that took place during the field work. The evaluation team had numerous opportunities (as many as the number of visited communities) to observe the interaction between board members and the NGO representative in that community. It was obvious that the relationship between the representative and the board was one of trust and respect. In very many cases, board members seized the occasion of the evaluation team's visit to praise the work done by the representatives.

These actors should continue to play a role in the communities. In Mamou, where the training of the boards occurred between 1997 and 2001 and where the federations receive support from PACEEQ, the NGOs continue to play an important role, for example by assisting the boards to find NGOs capable of providing certain specialized services or to identify possible sources of financing.

The question that emerges now is that of the continued participation of the NGOs simply because their own resources are meager (human and organizational). If NGOs are to maintain their role in a future phase devoted to the strengthening of the project's accomplishments, or one devoted to the extension of the project, a strengthening of the NGO capacities would be necessary. That includes the determination of independent funding sources.

3.3.4 Locally Elected Officials

Local officials have involved themselves in the realization of the boards' activities. This involvement is usually specific and these officials intervene only when their cooperation is thought to be necessary, such as

- The recruitment of teachers
- The support required (salary, housing and food) by community teachers (i.e. teachers not appointed by the state)
- The supervision of examinations
- The organization of the community for an activity requiring significant resources (planting of trees, erecting a fence around the school)
- Sometimes, small financial support to make certain activities possible.
- They very often show an interest in the literacy centers by attending ceremonies and following the student's progress.

3.3.5 Participation of the School Principal

The participation of the principal in the board's activities raises the question of his/her status in relation to that board. In some cases, the principal is thought to be an ex officio member of the board; yet the legislation stipulates that s/he is a "indispensable partner". Elsewhere, (particularly in the Parents' associations not supported by the project), the statutes of the organization allocate a position on the board to the principal, that of administrative secretary. In such a case, the principal is implicated in all activities as a "member" of the board. Such a situation can have negative consequences in the board's functioning because it gives too much power to the principal.

This unclear situation was recognized by the inspector in Labe (insofar as his region is concerned). He acknowledged that the PACEEQ approach, which clearly distinguishes between the board and the principal (separation of the administrative structure from a civil society organization), constitutes a condition of a better relationship between the two and of a better functioning of the board.

Several principals acknowledged that, at the beginning of the project, the teachers did not welcome a situation they perceived as "interference" in school affairs. With PACEEQ, the perception of the relationship has radically been altered and, generally, the principal enjoys the financial and moral support of the Parents' association and the board. It is not rare, when he is not native to the community, that he is allotted land to cultivate by the board. Moreover, newly hired teachers are literally taken care of by the community that provides housing, food and other benefits.

3.3.6 Participation of the Educational Administration (DSEE, DPE; sub prefecture and prefecture officials)

The cooperation that prevails at the community level travels up the educational system's hierarchy in the form of information transmitted to the higher levels. The qualitative interviews show that the DSEE and the DPE are well informed concerning what is happening in the communities. Their cooperation is required in certain difficult cases, particularly when administrative action must be taken (recruitment or transfer of a teacher, collecting funds, etc.).

The DSEE (sub prefecture) is usually the first to become involved, either by action of the principal or by the board; on occasion it is the sub prefecture federation that makes the request. The DPE (next level up) is informed by the DSEE or the federation at the prefecture level. No specific procedure seems to have been developed, but in all cases (with one exception) the cooperation between the boards, the federated structures and the educational structure has been evaluated to be extremely good.

Table 3: Cooperation between Parents' association and Educational Administration
(source : interviews with locally elected officials and members of educational administration)

NO	Categories	Educational Administration			Local Officials	
		Principal (27)	DSEE (11)	DPE (6) /IRE (1)	District (15)	CRD/CU (18)
A	Building repairs	27 (100%)	11 (100%)	2 out of 7	15 (100%)	18 (100%)
B	Furniture	27 (100%)	11 (100%)	3 out of 7	15 (100%)	18 (100%)
C	Construction	23 *	11 (100%)	1 out of 7	15 (100%)	16
D	Environment	27 (100%)	11 (100%)	3 out of 7	15 (100%)	7
E	Statistics	7	10	0 out of 7	0	1
F	Management books	27 (100%)	11 (100%)	2 out of 7	2	1
G	Inventory	27 (100%)	9	2 out of 7	10	2
H	Teachers' life	27 (100%)	11 (100%)	4 out of 7	14	18 (100%)
I	Girls' schooling	27 (100%)	11 (100%)	5 out of 7	14	18 (100%)
J	Girls success	27 (100%)	11 (100%)	5 out of 7	14	18 (100%)
K	Teaching materials	12 **	1	0 out of 7	5	1
L	Teachers' improvement	10 ***	0	1 out of 7	14	0
M	Analysis of results	27 (100%)	3	2 out of 7	12	11
N	Monitoring of teachers	27 (100%)	10	3 out of 7	10	9
O	Monitoring of students	27 (100%)	3	4 out of 7	14	10

* The difference can be explained by the fact that several board members said that "PACEEQ does not build schools" and therefore answered in the negative because that's the way they understood the questions.

** Very few boards get involved in the making of teaching material. A much larger number report participating in the search for teaching materials (books, notebooks), in particular by asking village natives who live elsewhere.

*** This question was understood differently, depending upon whether it was an issue of material support (housing, food) for in-service training or involvement in the actual content of the training (area where board members are not involved).

A consensus has emerged in terms of the division of labor. For example, 100% of the principals report cooperating with the Parents' association as far as the repairs of buildings are concerned, which is also what the DSEEs say. However, the DPE and IRE (2 hierarchical levels above) report not being involved in such an activity because such an activity is a local one.

The areas where cooperation is the strongest at all levels involve the purchase or repair of furniture and the improvement of the school's environment as well as several aspects concerning teachers: monitoring of their actual presence, insuring that girls remain in school and the monitoring of the pupils' presence.

Several other activities also benefit from a solid cooperation: controlling the actual presence of the children and of the teachers and, to a certain extent, the analysis of outcomes. This activity takes place particularly when end of year results are announced.

However, the participation of the board is virtually non-existent in the area of the production of educational statistics, the in-service training of teachers or the production of teaching material.

Thus, a DSEE who was interviewed observed: "cooperation does not prevent administrative officials from discharging their duties. Better, it makes that easier. The participation of the community takes care of some needs of the administration". The central state agents' performance is now controlled by the local beneficiaries (in this case, the parents). These new practices directly stem from the community participation have many consequences. They introduce in public schools a control of the teachers' activities which are routine in private schools. This kind of equity had not been planned by the project: that which prevails between parents who can send their children to a private school (an urban phenomenon not available to all urban residents because of the cost) and those who cannot.

The evaluation established that in the PACEEQ schools, the influence of the community is unquestionable: the school now belongs to the community and educational officials quickly understood that the cooperation, the community's support made their task easier. Therefore, the change that occurred took place simply because parents observed that schools improve when parents participate in their management.

It is quite remarkable that this co-management of school affairs took root so quickly. The speed of the change can be explained: the principals, DSEE, etc. benefit, and the parents see their influence increase. The majority of parents are illiterate, but they can observe and they can see that teachers actually teach, that the girls succeed and then go on to junior high school. They see their financial contribution used as has been planned and they can see results. This participation can have a price from some community members' point of view: some women are elected (they remain a minority in the Parents' associations) and some are beginning to speak out, particularly in the alliances where they sometimes constitute a majority of the board.

However, this increased influence of the communities can raise problems, particularly school mapping. As a DPE said:

"Communities do not understand the concept of a school map and want to build schools everywhere."

This happens most frequently in communities where Parents' associations have no support, hence no guidance.

By contrast, in schools that did not benefit from support, the relationship with the educational administration (DSEE and DPE) takes the form of official inspections that are routine. The Parents' association is consulted, but does not participate in the decisions. Nor is it involved in the monitoring of the teachers, or pupils' attendance.

However, it should be noted that when the parents are not satisfied with the quality of the services, they do not hesitate to notify the administration. In such a case, the principal is the first to be notified. The difference in attitude between PACEEQ and non PACEEQ schools can be summarized by the statement of a board member: "the Parents' association is not mandated to inspect teachers". This observation leads one to think that the board members let the administration manage teachers while, in the PACEEQ Parents' associations, parents believe that they have the right to get involved and principals find that right entirely acceptable.

3.4 Mobilization of resources

Objective 3. Mobilization and management of resources for primary schools.

3.4.1 Mobilization of Intangible resources

One of PACEEQ's most appreciated contributions is the intangible resources that improve schools, their quality and equity.

A Parents' association gathers financial and material resources, but its assets can take a less tangible form, yet contribute significantly to a school's functioning. For example, we reported that Parents' associations get involved in the supervision of examinations. This involvement increases the legitimacy of the examination system because it reduces cheating. It is the parents' investment of time and authority that yields such a result.

The interest that parents show towards the school constitutes an important resource and this interest can be translated into concrete achievements, such as housing or food for teachers or the funding of transportation costs when a teacher needs to attend an in-service training program. Similarly, when a conflict arises, its amicable settlement contributes to the good functioning of a school. Such a settlement requires time and that time is just as much a resource as the resolution of the conflict itself.

A spirit of cooperation, a feeling of belonging to a functional community may seem to be vague concepts. In fact, the development and the maintenance of a certain organizational culture that emphasizes mutual assistance, results, and activities decided upon jointly represent factors that are of extreme importance for a school's effectiveness. When these factors are lacking, the school's management must intervene, not always with success, in the resolution of conflicts between teachers and parents for example, a time consuming activity that reduces the time available for teaching related activities. When parents are interested in their child's school work, the teacher can have the entire class progress at a faster rate because the homework that reinforces what has been done in the classroom will have been done. The organization of study groups requires a modest financial contribution, but it

surely affects results. All these efforts are relatively new, but they constitute an essential resource that does not replace books or roofs that do not leak, of course, but that, together with minimal material conditions should enable children to learn.

3.4.2 School Improvement Plans

Planning can be considered as a tool to mobilize and use resources because planning makes it possible to identify priorities and to allocate the resources needed to reach them.

Because of the training provided by the project, the Parents' associations are today able to conceive, execute and evaluate their action plans. These plans involve physical aspects (building, for example) as well as issues of information, training, and communication.

The resources that are garnered by the Parents' associations to achieve their objectives take several forms: physical (building), human (manpower), and financial (contributions). These resources vary greatly from one Parents' association to another, because the participation of the “ressortissants” (people who belong to the community, but who live elsewhere), the effectiveness of activities designed to generate revenues, of the community’s financial potential, local traditions (a community field, in some areas, is used to grow crops whose sale provides funds for the school).

A number of alliances rely on traditional solutions, as the community field. Others have not yet found the means to realize their objectives. It is worth noting that the CRD (local councils) make financial contributions to schools. This funding takes account of the plan which is sent to the local council by the Parents' association. Finally, according to prefectural officials, funding has been planned within the context of prefectural committees for the development of education, a structure created in the context of the EFA (education for all). That intention does not seem to have been implemented.

What is done at the local level usually require few financial resources, but rely more on human resources (information, for example or cleaning of the school yard). The planned actions that have not yet been completed usually require financial resources.

In spite of the real progress that has taken place, the action plans exhibit a number of weaknesses. These plans resemble each other, independently of the local context, a feature than may indicate that what the Parents' associations are producing is still heavily influenced by the NGOs that assist them. Moreover, priorities are not clearly identified and confusion exists between objectives (girls' schooling, for example) and the steps needed to reach them. A concern for the management of resources appears in various documents, but these documents are written in French, a practice that limits access by the members who do not master that language. Thus, transparency is reduced.

It is worth noting that the NFQE and PACEEQ projects recently trained DASEE, federations and members of local councils in the usage use of several evaluation tools: the quality criteria as well as the school’s overall assessment. That knowledge could be used to enhance the quality of the action plans.

3.4.3 Budgets

The creation of budgets and the monitoring of activities that result from the usage of accounting and financial records is one of PACEEQ’s important accomplishments. All the boards that participated in

the evaluation have management documents and their examination led to the conclusion that they usually are up-to-date.

Where the evaluation team actually examined the books, the budgets are balanced. However, when PACEEQ contributes, the budgets are totally out of line with those of the following year, the reduction from one year to the next reaching 80%. Sometimes, several budget lines appear without a corresponding source of income.

The most common resources take the form of contributions by the parents and these are duly registered. According to the interviewees, Parents' association members are willing to contribute, but they experience significant difficulties if these contributions take a monetary form because people are cash poor (the market often takes place only once a week in many communities) and also because each family usually has a large number of children. These contributions are not standardized: sometimes 1000 GF per quarter per student, to which are added 1000 GF for the region, to which are added special contributions for various teachers' needs. We observe here that the radio programs contributed significantly to the acceptance of the idea that financial contributions are desirable.

According to the annual report, more than \$ 500,000 were contributed by communities in 2004 and over \$ 235000 in 2003 in the PACEEQ areas. These contributions are very significant within the context of poor communities.

In addition to these financial contributions, communities also provide various forms of special assistance, labor, and construction materials to realize what has been planned. Natives who live elsewhere contribute variable amounts, but that contribution is often critical for building and repairs, for the purchase of furniture or for learning materials.

Thus, Parents' associations are beginning to diversify their revenue sources even if, in the majority of the cases the team observed, the portion of external resources outside of PACEEQ contributions are still fairly weak.

To the question, "during the last 6 months, what have been the sources of the resources the Parents' association mobilized". The analysis of the bi-yearly assessment provided the following results:

Table 4 : Evolution of the resources mobilized by Parents' associations (Source: Bi-yearly evaluation o the Parents' association)

During the last six months, what have been the sources of the resources gathered by the Parents' association ?	SEMESTER				
	1 (N=464)	2 (N=466)	3 (N=648)	4 (N=650)	5 (N=649)
External Resources only	4%	3%	2%	2%	1%
Internal Resources only	35%	64%	54%	40%	25%
Internal and external	5%	31%	41%	58%	74%
Evaluation not yet finished	56%	2%	3%	0%	0%

The expenditures are sufficient for the activities of information and communication and for modest activities designed to improve the school's environment, the maintenance of the buildings and the furniture as well as few expenditures stemming from the community's obligation to provide for its most destitute members.

In practically all the communities the team visited, the Parents' associations pay the salaries of the contractual teachers who have not yet been paid by the State. For a number of schools, such expenditure represents a heavy burden which, if it were not taken care of, would lead to the teachers' departure.

In short, the communities contribute significant financial resources that take the form of building maintenance, payment of teachers' salaries either because the new teachers' salary is not yet being paid by the state or because the teacher has been recruited by the community. In addition, communities contribute significant amounts of labor and time. We are not in a position to compare the financial and non financial contributions of the communities that benefited from PACEEQ and those that did not. We are struck, however, by the willingness of PACEEQ communities not only to contribute a scarce commodity to their schools (cash), but also give of their time. That resource, we argued, is essential to the smooth running of a school. Its importance cannot be underestimated. It is also worth noting that virtuous circles have been created: participating in the establishment of priorities, being able to see one's contribution used as planned, make it more likely that a parent will be willing to contribute the next time, assuming that that parent is financially able to do so. However, if the state does not fulfill its obligations – paying centrally hired teachers and training them, building schools, buying books, providing the means that will make it possible for officials to run good schools – then the communities might conclude that their efforts are not being appreciated and they could become discouraged. Once again, the “top” and the “bottom” should complement each other and it is not obvious that they currently do.

3.5 Support for school quality

Objective 4. Improvement of educational quality

When asked the areas where they cooperate with the educational authorities, principals in particular, Parents' association boards indicate that a strong consensus has emerged in the management of books, the inventory of school property, teachers' living conditions and the analysis of results. They also say that such a consensus also exists in the area of the control of teachers' presence. Principals give identical responses.

The answers shown in Table 2, (cooperation with Parents' association boards and its partners) are confirmed by the results from the bi-yearly evaluations.

Table 5. Evolution of actions taken by Parents' associations to promote quality according to bi-yearly evaluations

QUESTION FROM THE BI-YEARLY EVALUATIONS	SEMESTER				
	1 (N=464)	2 (N=466)	3 (N=648)	4 (N=650)	5 (N=649)
Does the school plan include activities that take school quality into account? (% answers "Yes")	70%	99%	98%	100%	100%
During the last 6 months, has the Parents' association acted to improve school results? (% « Yes »)	29%	74%	77%	88%	97%
During the last 6 months, has the Parents' association monitored teachers' presence? (% answers "yes, on a regular basis")	31%	64%	72%	81%	90%
During the last 6 months, has the Parents' association been involved in the recruitment of teachers? (% "Yes »)	33%	57%	53%	64%	64%
Has the Parents' association contributed to the improvement of teachers' training (% "Yes")	15%	57%	62%	74%	85%

However, the evaluation responses do not support the results of the bi-yearly evaluations on the last question concerning the contribution of the Parents' associations to the training of teachers. For a majority of respondents, the Parents' association did not contribute to the training of teachers. One of the possible explanations for this discrepancy involves the nature of the contribution. Some respondents could have taken 'contribution' to mean a financial contribution because Parents' associations frequently pay some of the expenses involved in in-service training. However, they do not get involved in the content of the training; hence they do not "contribute". This ambiguity suggests that the bi-yearly questionnaires should be subjected to a detailed analysis to determine whether the meaning of each question is understood in the same way by all respondents and, moreover, ascertain the degree of association between the responses and the activities. We observe here that the ERO evaluations' scores are awarded by the community while those of the bi-yearly evaluation are given by the NGO person working in the community. A validity and reliability verification would enhance the bi-yearly instrument.

Teachers are probably the main determinant of a school's quality. One of the most pressing needs of the educational system, especially in rural areas, is for teachers, particularly qualified teachers. PACEEQ provided Parents' associations with skills and tools so that they could use available resources effectively. Parents' associations act to solve some problems by paying new teachers' salaries not yet paid by the State, by improving living conditions (housing and food, bonuses to teachers who get good results). They recruit community teachers themselves and pay them entirely. This recruitment activity involves the cooperation of the DSE and DPE.

If a teacher's performance is not satisfactory, the Parents' association uses social pressure (meeting with the principal to discuss that particular case). If these actions do not succeed, then the authorities are informed so that a transfer can take place. The opposite can also happen and the Parents'

association can oppose the transfer of a good teacher. But, as one respondent put it: “But, the law is like death: when it happens, nothing can be done”.

3.6 Gender equity and between rural and urban areas

Objective 5. Improvement of access to basic education for girls and rural children.

Objective 6. Increase in the promotion rate and schooling for girls and rural children.

Equity along gender and according to the area of residence, quality schools made functional as a result of the mobilization of the community are the final goals of PACEEQ.

Experience shows that parents who live in rural areas have good reasons not to send their children to school, daughters in particular because they help their mother in numerous domestic tasks (transportation of water, collection of wood, cooking, looking after babies, etc.).

The evaluation showed that, according to several actors’ perception (members of the board, members of the alliances, mothers of school children, education and local officials), the activities that took place (themselves made possible as a result of the training given by local NGOs) have contributed to the improvement of equity and girls and boys as well as for children who live in rural areas. If the schooling rate in rural areas grows faster than that of the rest of the country, equity will prevail, which was certainly not the case when PACEEQ began. At least, this is what the people who were interviewed think.

The PACEEQ data base includes detailed information on all the schools involved in the project. This data base can be merged with the national data base. Then, it becomes possible to compare PACEEQ schools with all the others.

Table 6. DISTRIBUTION OF ALL PRIMARY SCHOOLS IN 2004-05

REGION	Schools NOT Helped by PACEEQ	Schools INDIRECTLY supported		Schools DIRECTLY supported between 2001 - 2005			TOTAL
		Federation ONLY	Alliance ONLY	Board	Federation and Board	Alliance & Board	
Conakry	926	0	0	0	0	0	926
Boké	365	120	82	23	43	40	673
Faranah	298	114	41	36	50	22	561
Kankan	501	103	74	84	49	24	835
Kindia	946	0	0	0	0	0	946

REGION	Schools NOT Helped by PACEEQ	Schools INDIRECTLY supported		Schools DIRECTLY supported between 2001 - 2005			TOTAL
		Federation ONLY	Alliance ONLY	Board	Federation and Board	Alliance & Board	
Labé	296	185	83	67	105	42	778
Mamou	47	599	0	0	0	0	646
Nzérékoré	851	75	57	30	31	20	1064
TOTAL	4230	1196	337	240	278	148	6429

Sources: MEPU-EC / SSP, 2005 et PACEEQ.

Having merged the two data bases, a number of indicators for PACEEQ and non-PACEEQ schools have been computed as follows:

1. Gross enrollment rate in first grade = number of registered students in the first year in relation to the school age population (boys and girls) (computed for rural and urban zones and for both).
2. Gross enrollment rate for girls in grade 1 = the average % of girls enrolled in the first grade computed in relation to all the school age girls, computed separately for urban and rural zones and for both.
3. % girls in first grade. The % of girls registered in the first grade in relation to all the pupils registered in the first grade, computed separately for urban and rural zones and for both
4. % girls among candidates in the 7th grade admission exam. The average % of girls to all candidates at this exam, computed separately for urban and rural zones and for both.
5. Overall success rate (boys and girls) = the average % of candidates (boys and girls) who were admitted to the 7th grade, computed separately for urban and rural zones and for both
6. Girls success rate = the % of girls who succeeded at this exam, computed separately for urban and rural zones and for both
7. % girls among those admitted = the % of girls who were admitted in relation to all the candidates who were admitted in the 7th grade.

By using the statistics at the sub-prefectoral level, it is possible to examine the gross enrollment rates, because the number of school age children is known at that level. However, such a statistic cannot be computed at the individual school level. The comparison is between zones, with communes and sub-prefectures classified by type of support received. The gross enrollment rate measure the % of registered children in relation to the total of school age children for the first year.

Table 7. GROSS ENROLLMENT RATES IN FIRST YEAR
(Indicators computed at the level of the commune or sub-prefecture)

ZONE	Type of Intervention SOUS-PRÉFECTURE / COMMUNE	Gross Enrollment Rate - TOTAL			Gross Enrollment rate Girls		
		2000-01	2004-05	% increase	2000-01	2004-05	% increase
Urban	Commune without PACEEQ support	90%	83%	-7%	89%	82%	-8%
	Commune with support at the level of some individual schools	100%	92%	-8%	96%	90%	-6%
	Commune with support from federation or Alliance only	110%	87%	-21%	105%	88%	-17%
	Commune with PACEEQ support (Parents' association + another)	70%	75%	6%	68%	73%	8%
	SUBTOTAL	87%	82%	-5%	85%	81%	-5%
Rural zone	Sub-prefecture without PACEEQ support	52%	59%	13%	49%	57%	16%
	SP with support at the level of some individual schools	49%	61%	25%	41%	57%	39%
	SP with support from federation or Alliance only	68%	62%	-9%	60%	56%	-6%
	SP with PACEEQ support (Parents' association + another)	48%	59%	23%	44%	57%	31%
	SUBTOTAL	52%	59%	15%	47%	57%	21%
TOTAL	Urban / Rural without PACEEQ	57%	62%	9%	54%	60%	11%
	Urban/Rural with support at the level of some individual schools	55%	65%	18%	47%	61%	29%
	Urban/Rural with federated or alliance only	72%	65%	-10%	64%	59%	-7%
	Urban/Rural with PACEEQ support 2 levels (Parents' association and other)	50%	60%	21%	46%	59%	28%
	TOTAL	56%	62%	11%	51%	60%	16%

This comparison yields some interesting results. In particular, urban areas where Parents' association received a double support, (Parents' association and a federation or Parents' association and an alliance), increased their gross enrollment rates by 6% (8% for girls) while urban areas without support decreased their gross enrollment rates.

In rural areas, the zones that did not receive any support from the project increased their gross enrollment rates by 13% (16% for girls) while in the zones covered by the project, those rates increased by 25% (35% for girls) when that area received support to the Parents' association only. It is curious that the conjunction of 2 PACEEQ interventions yields good results, but these are slightly lower than those obtained when the intervention is a “simple” one (i.e. involving only a school and no other type of intervention).

Table 8. EQUITY, PARTICIPATION & SUCCESS INDICATORS IN SCHOOLS

INDICATOR	NON-PACEEQ SCHOOLS			SCHOOLS INDIRECTLY SUPPORTED BY PACEEQ			SCHOOLS DIRECTLY ASSISTED BY PACEEQ		
	<i>2000-01</i>	<i>2004-05</i>	<i>% increase</i>	<i>2000-01</i>	<i>2004-05</i>	<i>% increase</i>	<i>2000-01</i>	<i>2004-05</i>	<i>% increase</i>
GENDER EQUITY - RURAL									
<i>% girls in 1st year</i>	45%	46%	4%	41%	43%	5%	43%	46%	6%
<i>% girls among candidates</i>	23%	34%	50%	22%	31%	43%	21%	33%	57%
GENDER EQUITY – URBAN									
<i>% girls in 1st year</i>	48%	48%	2%	45%	47%	4%	47%	49%	5%
<i>% girls among candidates</i>	38%	45%	16%	35%	42%	19%	35%	40%	16%
SUCCESS 7TH GRADE ENTRANCE EXAM - RURAL									
<i>Success rate (boys and girls)</i>	56%	63%	11%	59%	61%	2%	55%	64%	16%
<i>Success rate girls</i>	45%	55%	22%	52%	54%	2%	49%	56%	14%
<i>% girls among all admitted candidates</i>	17%	29%	66%	18%	26%	43%	18%	28%	53%
SUCCESS 7TH GRADE ENTRANCE EXAM - URBAN									
<i>Success rate (boys and girls)</i>	70%	74%	7%	70%	69%	-2%	55%	67%	21%
<i>Success rate girls</i>	66%	71%	7%	61%	67%	9%	56%	63%	13%
<i>% girls among all admitted candidates</i>	35%	42%	19%	30%	40%	33%	34%	38%	11%

The following conclusions can be drawn from the table:

% girls in grade 1: in rural and in urban areas, this ratio increased more rapidly in schools supported by PACEEQ than in schools not in the project, and this particularly in schools that received direct support (i.e. not through a federation or alliance).

% girls among candidates to the 7th year entrance exam: at the end of the primary cycle, the % of girls among the candidates increased more quickly in schools directly supported by PACEEQ in rural zones, and by those indirectly supported in urban areas in comparison to schools that received no support.

Success at the 7th year entrance exam: In rural areas, schools that received direct support experienced significantly faster improvements than schools that received indirect support, this increase being particularly high for girls. Nevertheless schools in non PACEEQ areas exhibit better results in terms of girls' success than those of directly assisted schools.

In rural areas, the % of girls in grade 1 increased by 4% among non PACEEQ schools, but by 5% in schools indirectly supported and by 6% among schools directly supported. The % of girls among the children seeking to enter the 7th grade increased by 50% in non PACEEQ schools and by 57% among schools directly supported by the project. These numbers show that the number of girls who stay in school long enough to sit this exam has increased very significantly throughout the country. The rate of change in urban areas is significantly smaller in urban areas. The much more rapid rate of change in rural areas implies that equality will be achieved in the not very distant future. At the absolute level, differences remain. For example, 43% of the children in the First grade are girls, but that % is 47 in urban areas. It is clear that girls are improving their representation among all pupils and that they are succeeding. The % of girls among all successful candidates, a particularly stringent indicator, increased by 66% among non PACEEQ schools and by 53% among directly supported PACEEQ schools. Such a change in 4 years only must be characterized as remarkable. The specific processes that determined that outcome are not known. It is likely that the same variables are involved, but that the salience of particular factors differs from community to community. In some communities, the fact that educated girls are now able to earn an income and contribute to the parents' pilgrimage might be salient, in another, the award of scholarships might be the trigger, in others it might be the literacy center that sparks the change. Once again, further studies, including qualitative participant observations, would provide explanations of these findings.

A more detailed examination of the results by type of support will make it possible to determine the type of support that produced a positive outcome in relation to the schools not supported by PACEEQ.

Table 9. Rate of increase between 2000-01 & 2004-05 by type of PACEEQ support received

ZONE	Type of PACEEQ support	% girls in grade 1	% girls among 7th grade exam candidates	Total success rate (B & G)	Girls success rate	% girls among successful candidates
Urban	<i>No PACEEQ support</i>	2%	16%	20%	6%	8%
	<i>Federation only</i>	4%	27%	29%	-1%	1%
	<i>Alliance Only</i>	-5%	20%	37%	-8%	7%
	<i>Parents' association only</i>	-2%	11%	3%	3%	-6%
	<i>Federation and Parents' association</i>	9%	20%	19%	35%	28%
	<i>Alliance & Parents' association</i>	14%	25%	27%	56%	62%
	Overall average	2%	17%	20%	7%	8%
Rural	<i>No PACEEQ support</i>	4%	49%	64%	12%	22%
	<i>Federation only</i>	5%	41%	47%	-1%	0%
	<i>Alliance Only</i>	6%	56%	28%	8%	-12%
	<i>Parents' association only</i>	7%	53%	52%	25%	30%
	<i>Federation and Parents' association</i>	7%	54%	58%	11%	12%
	<i>Alliance & Parents' association</i>	6%	67%	44%	12%	-3%
	Overall average	5%	50%	56%	10%	14%
Total	<i>No PACEEQ support</i>	3%	29%	35%	9%	14%
	<i>Federation only</i>	5%	38%	44%	-1%	1%
	<i>Alliance Only</i>	4%	45%	24%	3%	-12%
	<i>Parents' association only</i>	5%	37%	31%	19%	18%
	<i>Federation and Parents' association</i>	7%	43%	44%	16%	16%
	<i>Alliance & Parents' association</i>	6%	63%	43%	15%	1%
	Overall average	4%	34%	38%	9%	12%

This table shows that in urban areas, Parents' association support combined with alliances increase the % of girls by 62%, a remarkable number. Among schools that did not receive support, this number is only 8%. In rural areas, the % of girls among the candidates increased significantly: 49%. The % of girls among the candidates increased by 67% when the Parents' associations enjoyed the combined support given to a Parents' association and an alliance (organizations also supported by the project).

It is worth noting that the observed progress depends not only on the type of intervention, but also of the particular indicator. For example, if one considers the girls' success rate, the schools that did not receive support increased their rate by 10%. However, schools that enjoyed Parents' association support only increased their rate by 19% and the schools assisted by the alliances by 3%. The increase in the % of girls among the candidates increased by 63% when the support involved both the Parents' association and an alliance, this number being 50% for schools having received no support. In general, Parents' association support produces good results.

These numbers should be analyzed in more detail in order to determine whether these differences result from the characteristics of the indicators themselves or whether, in each case, the type of intervention explains the observed differences.

It is worth emphasizing that PACEEQ should not alone receive credit for the outcomes. Other organizations are supporting girls' or rural children's schooling and these organizations were mentioned during the evaluation: PAM (school lunch program), management committee, health center (Marela, for example), parents' information (Tiro), TOSTAN, a NGO active in the area of unwanted pregnancies, AFD (gifts of books and school supplies to girls), CParents' associationF, active against female genital mutilation, Plan Guinea, Aide et Action, etc.

It is common for evaluation reports to mention the lack of coordination among partners. In the case of Guinea, conversations between Aide et Action and PACEEQ suggest that these organizations could be willing to cooperate even more, for example by organizing their activities on a more systematically experimental basis. If this more systematically experimental approach were also monitored in detail, it would become possible to determine which approach is more effective and where the effectiveness is the greatest. It would also become possible to determine relative costs, a knowledge that, given the magnitude of the needs, should inform all decisions.

It is safe to conclude that PACEEQ has reached its objectives of equity. However, the outcomes are not always internally consistent: some indicators suggest greater effectiveness than others. Generally, an intervention involving training and support for a Parents' association alone seems to produce strong results. It is clear that gender equity has improved significantly. It must be noted, however, that gender equity is improving in the country, possibly because of PACEEQ, but probably also because other national and international organizations are actively encouraging gender equity. Alliances do not produce particularly strong results and that situation should be studied in more detail. Community mobilization may require more time, for example and good results might come later.

3.7 Impacts on the school and the community

3.7.1 Parents' association impact on the entire primary education system

Parents' associations have become self confident. They have become essential partners in the educational system, capable of resolving intra-community conflicts as well as within the educational system. Left unsolved, these conflicts would hamper the proper functioning of the educational system.

A partnership is based on trust, on complementary strengths, on being able to listen, on an understanding of what each can contribute. Establishing trust between the schools' partners translates

into a better relationship between teachers and the community. Pupils become more responsible and are more likely to respect community property (desks, keeping the yard clean, for example).

The Parents' associations that did not benefit from PACEEQ training have not reached this level of development. It is possible to see the beginning of an “oil slick”, i.e. a spreading of the project’s ideas among schools and zones not covered by the project. A number of Parents' associations that have not received project assistance, in part thanks to exchange visits or the radio programs where they are available, are emulating what PACEEQ Parents' associations are doing. Several federations at the sub-prefecture level include representatives from Parents' associations that did not receive support. In the Kankan region, a “school council” experiment is being conducted. This council includes PACEEQ and non-PACEEQ Parents' associations and contributes to the diffusion of the PACEEQ message. This development is in its infancy, but it shows how receptive the people are to the community participation message.

3.7.2 Transfers of acquired skills to other activities

The people who are board members are also active in other endeavors. They are also farmers, they raise cattle, work as artisans, drivers or they own a small business.

“It is not possible to give a responsibility to someone who does not work, even if that person is a retired civil servant” said the president of a local council. Thus, the acquired skills as board members are transferred to other activities (planning and accounting in particular).

3.7.3 Impact on Families

The increase in the enrollment rate and literacy make possible a greater openness of mind and a greater receptivity to the demands of the modern world. Within the family, girls that have gone to school are more aware of the importance of the cleanliness of dwellings, food and personal hygiene.

A better understanding of the learning process on the part of parents, who themselves became learners when they enrolled in literacy courses, facilitates the support these parents can provide their children.

It is also possible to witness an evolution of the parents’ attitudes towards the factors that affect girls’ schooling. These attitude actually involve a new “world view” that is less traditional. This less traditional perspective leads to changes in women’s role and leads to the reduction of girls’ domestic duties, the decrease in early marriages, in allowing married girls to return to school, among other consequences. These are broad societal changes and it is likely that PACEEQ is reinforcing these trends rather than creating them. It may also be that these changes were latent, but that they needed a well orchestrated outside intervention to start manifesting themselves. It is quite obvious that the winds of change are blowing hard. Enabling girls and women to acquire the means that will make them full participants in their institutions represents a fundamental change. PACEEQ is participating in this change and is encouraging it.

3.7.4 School's Impact on the Community

PACEEQ participated in the strengthening of the democratization process, both social and political. The elections of board members have positively influenced the mastery of electoral processes and, over time, this process could have a positive impact on the higher levels, sub-prefecture and prefecture.

Local civil society organizations have learned their role and have also learned how to play these roles as partners of the educational system and as partners of local, national and foreign institutions. The structuring of civil society is beginning to spread beyond the educational system. For example, in the area of citizens' education, people have become more aware of children's rights, better relationships (meaning on a footing of greater equality) between men and women have resulted. Sports and cultural activities are more frequently being organized.

This improvement in social cohesion made it possible, in certain areas, to successfully clean the streets or public latrines, to maintain religious buildings. In addition, several interviewees noted an economic impact. Among these:

- Improved planning of activities
- Improved mastery of weights and measures
- Organization of a mediation committee between farmers and cattle raisers
- Organization of an environmental protection committee (fight against fires, abusive wood cutting, etc.)
- Regulation of fishing, hunting and honey collecting.

However, at least two negative consequences can be noted:

- Increase in the price of school supplies and learning materials
- Increase in the household duties of women (because mothers feel obligated to help their daughters while boys have not yet taken over additional duties).

These consequences cannot be exclusively attributed to PACEEQ. An economic, social and cultural process is involved and several institutions and factors contributed to its emergence. The fact that PACEEQ chose to act on schools probably played a very big role because schools have become a community responsibility. The selection of an institution that has become central to a community gave PACEEQ a salience that it would otherwise not have had. This conclusion could be documented with a comparative study of economic and social change in communities affected by PACEEQ and those not affected.

At any rate, this process of change at the community level contributes to the strengthening of the democratic process that, in a very practical way, provides citizens (women in particular who often were marginalized in decision making) the means to manage their own affairs.

It is remarkable that this strengthening of democratic processes is joining the process of decentralization started by the government without leading to tension or conflicts between the administration and the governed (as far as schools are concerned at least). On the contrary, the juxtaposition of these two processes facilitate citizens' participation.

4 CONCLUSION

This report leads to several conclusions.

PACEEQ relies on an approach in which each step conditions the success of the next one, for example the trainee becomes the trainer. This implies that each step must be effective because, if it is not, the success of the other activities will be jeopardized. The first step involves the creation of the training approach and modules. We examined the training modules in detail and found them to be well conceived.

The training was welcome by the communities and it has been effective. The training made it possible for Parents' associations to be more systematically structured and this change has had important consequences, in particular the strengthening of local democratic practices. In addition, which itself could have important future consequences, PACEEQ has fostered not only the spread of the idea that a school is the community's property, but that idea has also been put in practice. In this respect, PACEEQ has been a resounding success. The project created a base that may seem fragile in many cases, but which nevertheless makes it possible for schools to function better than they otherwise would.

Nevertheless, we observed that the schools affected by the project did not necessarily function better than others, at least as far as several indicators are concerned. Are these schools lacking in resources that the community simply cannot make up? It would be desirable to look into this phenomenon. We repeat our earlier comments: this report could not investigate the "causes" of the change in sufficient detail. It is clear that the changes each type of intervention brings about should be investigated further.

The project made it possible for communities to organize their educational activities, but the structuring of these communities is not yet complete. Alliances and federations enjoyed relatively limited support and that over a relatively short period of time. The characteristics of the communities in which PACEEQ was active are not well understood and it is likely that these characteristics are not reflected in the educational statistics gathered in 2000-2001. It would be normal that these characteristics, if they vary from one community to the next, should affect the changes that PACEEQ and other partners are able to realize. PACEEQ takes place within a changing and ill-understood context, at least not fully captured by the available statistics.

In our opinion, PACEEQ created a potential for action, but these actions cannot always surmount the obstacles that stem from poverty or the lack of resources. Schools in the PACEEQ zone have 50 children per teacher on average which is the same as in other areas. Our observations clearly established that the Parents' associations that were trained by PACEEQ had become very active in many areas. These activities could very well ultimately fail, however, because these communities simply lack the required resources to realize their ambition.

The Government is getting ready to take charge of resource allocation. As a result of the assistance provided by several partners (including NFQE), the ability to plan, to manage and to budget have improved. Moreover, in the PACEEQ areas at least, relations between educational leaders and the Parents' associations have improved. The training provided by PACEEQ made possible a strong cooperation between educational authorities and parents' representatives. Once again, we insist on the fact that very poor communities cannot always pay teachers and that they can only with difficulty recruit them. It is possible to hope that the changes that are currently taking place in the MEPU-EC (in

particular, the creation of the DSEE, the structural changes in the IRE, DPE and DCE as well as a new distribution of authority and responsibilities between educational authorities and Parents' associations) will make it possible for communities to continue their effort.

In this context, we observe that the MEPU-EC is not the only institution that should change. The civil service ministry and the finance ministry should also insure that the recruitment of teachers takes place normally and that they will be paid promptly. Such a change would make it possible for the communities to use their own resources for other purposes than the remuneration of teachers when this remuneration is supposed to be the State's responsibility. The decentralization of this responsibility might be able to remedy the current shortcomings.

This decentralization leads to the emergence of several issues.

Strategic issue: The principal plays an essential role in a school and the report underlined that the relationship between the board and the principals has improved and how, in the majority of cases, these good relations contribute to the satisfactory functioning of the school.

In our opinion, the principal must be a **partner** and not a member of the board, even if his/her own children attend this particular school and if, in that capacity as parent, the principal could be elected to the board, even to the position of president. Combining two positions (on the board and principal) could give rise to serious conflicts.

The training of principals should be specific to them because their duties go well beyond those assigned to the board. But is it reasonable to separate the tasks that demand the board's cooperation (maintenance, purchase of furniture, for example) from those that are more strictly tied to the management of human resources or to the administrative needs of the educational system? PACEEQ, or a similar project, cannot do everything, but given the training capacity PACEEQ has shown, the project could assist in the training of principals as far as community participation is concerned.

Practical recommendations: The ideal situation would be for the training to include modules dealing with the work a principal must perform with the board. These modules could be taught by a member of PACEEQ. When the principal has not yet been trained, or if the training did not include specific training in community participation, then PACEEQ could organize an information program for principals. This information program could group all the principals in a prefecture, whether the school was or was not included in PACEEQ. Thus, a dissemination process would start.

We believe that it would be useful to collect the opinions of the principals who are thought to be very effective in order to ascertain what they think a principal must know. Such persons could even participate in the creation of the modules. After all, they are teachers and they know the population for which the training is being developed.

Another Key Issue. The principal is not a mere employee of the educational system. That person can also be a leader who can suggest activities or convince the board that a particular objective is more important than another. But that beneficial activity comes with a risk, for the principal could become too influential. The training given to principals must therefore be not only technical (how to get board members to understand educational statistics so that they may be used for management purposes), but it should also be "ideological". In other words, the principal must become totally convinced that, in certain matters, the board's decisions are final and that they must be respected. In other areas, such as

teaching, the principal and his/her colleagues must be free from board members' interference. An open mind on each side provides the guarantee that the school will operate harmoniously.

Specific recommendations: here again, we underline the importance of cooperation between the partners. PACEEQ and NFQE could create a training program that would be simultaneously technical and that would include elements of community participation. This kind of extended cooperation would constitute a significant extension of each project's objectives. This recommendation relies on training to improve functioning and on synergy between different projects.

If PACEEQ succeeded (making the school the property of the community is not an easy task to accomplish), it is because the project's conception based its ideas on previous experiences. More lessons should be learned from this particular intervention. What happened in the Parents' associations trained in Mamou between 1997 and 2001 should be examined carefully to ascertain what remains after the initial training is over, particularly in a case where the federation takes over. Such a study is being planned by Save the Children in its area and that plan should be emulated.

PACEEQ succeeded because it was based on real experiences. The continuation of the project should do the same. That is why we suggest that an additional analysis take place so that the extraordinary richness of the available data can inform future decisions. We also wish that future projects be more "experimental". This means simply that the variables that are being manipulated implicitly should be systematically included in the conception of future projects so that their outcomes could be analyzed with more certainty. In the case here, it is possible that the spread of the project's ideas was more significant than we know, but it was impossible to establish that fact with certainty. This is also the case for the activities that were designed to reinforce the project's objectives, radio and literacy.

We would like to suggest several hypotheses that could be examined by using with the available data. What kind of intervention is more effective (training of the Parents' association only, training of the Parents' association with a literacy program)? What is the optimal length of the intervention, what about its intensity? Do the characteristics of the community or those of the board affect the outcomes? Are there Parents' associations that get better results than others? Why? Why don't alliances get better results? Did they lack resources, does this approach require more time because it is based on the cooperation of many people?

The data gathered by the project are impressive. In some cases, we believe that they are not sufficiently detailed (for example, the individual characteristics of the board members are not included). This wealth has not been used, except to provide a few statistical tables that only skim the surface. In order to realize this potential, USAID should be ready to finance an analysis. Such an endeavor would not be costly and it would produce information that could inform future strategic decisions. USAID should not be content to consume information, but it should also be a producer of information which would highlight the work done by the project. A very small financial contribution would make it possible to understand PACEEQ's impact, to understand fully its processes and to adapt this very promising approach to the needs of other countries.

This kind of work would reinforce the emergence of a new type of organization that exists in the private and certain parts of the public sectors in some countries. These are learning organizations. They contain systems (information, decision-making, accountability, incentives) that make it possible to adjust current activities and resource allocation. These activities enhance the likelihood that objectives

will be reached. In fact, such a system already exists in PACEEQ, but its potential has not yet been fully utilized. It could be.

We also suggest that the projects' conception be not only experimental, but also comparative. The conversations we had with other organizations, such as Aide et Action, lead to the expectation that such an approach will be possible. Moreover, the education specialists at USAID showed a certain amount of enthusiasm for this approach that would make the design of projects and their evaluation more complex, but that would make it possible to introduce variations in the interventions that are often impossible within the logic of a particular project. We note here that PACEEQ was coherent in its design. However, we still do not know whether adding literacy programs, or whether the federations' activities bring additional benefits over those achieved by a "simple" intervention (NGO training the board). Nor do we know whether training educational officials in addition (as Aide et Action does) brings about more benefits than the PACEEQ approach.

This evaluation ends with questions. But it also ends with a statement: PACEEQ represents an approach that is rich in possibilities and the people have understood that fact clearly. The structure that has been made possible by PACEEQ contributes to the democratization of society and it is creating a totally new type of cooperation between citizens and the administration responsible for the management of an important service. These accomplishments contribute to the transformation of Guinean society that is taking place, but these accomplishments remain fragile because rural areas remain poor and illiteracy remains high.

We hope that the potential PACEEQ showed will be used to design even more effective interventions because they will be based on a better understanding of the mechanisms that determine a successful intervention. This potential should serve the American objectives that are being discussed: the strengthening of democratic processes within the context of a fragile state. What can be considered in 2005 could certainly not have been in 2000.

The potential PACEEQ created could run out of steam if a major effort on the part of the educational authorities does not take place. The limits of a community based approach are not well understood and we do not really know what a community can accomplish. We know that it is difficult for communities to contribute cash, but that they easily contribute labor and materials. But how much labor can they provide? Under what conditions? When during the year? How much money is available?

Guinea was recently included among the "fragile" states. This classification includes numerous elements that go beyond this report. However, if USAID, with its many partners, wishes to strengthen a democratization process in Guinea, PACEEQ could provide a good base for future activities. The project demonstrated what is possible in an crucial development area, including democratic development. NFQE has shown what can be done when a highly centralized administrative structure becomes less so. At the prefecture, sub-prefecture and community levels a democratic and effective functioning of the educational system is being put in place in Guinea. This process, as we noted several times already, is still fragile, but the enthusiasm of the population is real. In the vast majority of cases, far more than enthusiasm is involved because what has been accomplished is eminently visible.

It is impossible to go backward and it would be desirable if the considerable progress that has been made possible by PACEEQ and other partners could be strengthened and if it could go further. Several possibilities exist: it is possible to strengthen the federations and to enable them to act as support for the local Parents' associations. It would be possible to make federations into a type of elected body so

that the educational authorities' decisions could reflect the wishes of the population even better. The ties between alliances and Parents' associations could be strengthened so that the alliances' potential could be fully realized.

5 RECOMMENDATIONS

These recommendations rely on the basic PACEEQ strategy: to make the community a partner in the co-management of the school as a result of training. This will make it possible for Guinean children, regardless of their gender or area of residence, to have access to a quality education. We believe that the generalization of this strategy to the entire country would bring ngood results as far as the quality of the supply and equity are concerned. The recommendations use a general strategy that is used by PACEEQ: the participation of learners to the conception of what is to be learned.

This strategy reinforces the activities of NFQE as far as training of the managers of the educational system at the decentralized level (i.e. at all levels, except the national). In the medium term, this training will create a cadre of civil servants trained in the principles of co-management of certain parts of the educational system. These managers will become, in the normal course of events, national managers. They will know how to translate what they learned and practices at the local levels to the national level..

GENERAL RECOMMENDATION

- Elaborate a project similar to the one that is concluding. Such a project would make it possible for USAID to play an important role in the development of the educational system and in the democratization of the Guinean public sector.

As far as Training is Concerned:

- Extend the geographical coverage of the project in order to increase the number of Parents' associations assisted by the project.
- Strengthen the federations at all levels (see above. The federations can be the organizations that could disseminate the ideas and practices of PACEEQ).
- Keep the principle of alliances. Study the reasons that reduce the effectiveness of certain alliances
- Encourage newly literate people to use local languages to maintain their records.
- Increase the number of literacy centers.
- Lengthen the time given to literacy training so that what has been learned will remain.
- Increase efforts devoted to post literacy.
- Widen the geographical coverage of the radios and renew the programs.
- Strengthen the training of the main beneficiaries
 - Alliances
 - Federations
 - CRD: persons responsible for education
 - Civil servants; Training for the new roles as partners

- Review the regulations that govern the relationship between educational authorities and the community participation organizations.
- Encourage PACEEQ's partners that seek to help communities generate revenues to assist. A part of the income would be allocated to the improvement of girls' schooling and their success in school.

As far as Literacy is concerned

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- Continue the current approach that has proven to be effective at a reasonable cost. Booklets already exist. All that's needed is for teachers to be trained.
- Extend this literacy by collaborating with the specialized organizations.
- Develop the programs of post literacy
- Encourage the participation of literate people to the creation of materials dealing with citizenship (maintenance of what has already been learned).
- Compare the effectiveness of the PACEEQ approach (focused on the school) with others, more general approaches.
- Make literacy of all board members (at all levels) a priority.

As far as the Principal is concerned:

- Define the principal as a partner, not as a member of the board.
- Create training modules dealing with co-management.
- Gather from principals and board members what they think a principal must know how to do.
- Include in the modules a discussion of leadership
- Ascertain whether this training could be included within the general training for future principals.

As far as the DSEE and DPE are concerned:

- Define them as partners of the federations and not as members of the boards.
- Prepare training modules by relying on what these high level civil servants already know.
- Use their learning potential. Emphasize individual work.
- Organize a short seminar to bolster what the individual has learned.

As far as Resources are Concerned:

- Ascertain what communities can reasonably contribute.
- Ascertain why certain alliances are encountering problems obtaining resources for their school.

As far as Quality is Concerned:

- Improve still the cooperation between communities and educational officials. Develop it at the national level.
- Increase exchanges between Parents' associations, federations and alliances in order to share positive experiences.

As far as Equity is concerned:

- Continue the current efforts to increase girls' access and their staying in school.
- Generalize scholarships for girls and for rural children in general.
- Exclude books from scholarships because they should be equally available.
- Study in more detail the relationships between equity indicators. Why is progress different depending upon the indicator used.

Recommendations for USAID specifically:

- Consider the inclusion of a modest applied research budget
- Study the possibility of carrying out comparative evaluations
- Systematically take account of what other partners are doing in order to maximize the impact of everybody's efforts.

ATTACHMENTS

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|--------------|---|
| Attachment 1 | Summary of strengths and weaknesses of the project relative to the established objectives |
| Attachment 2 | List of documents consulted |
| Attachment 3 | List of persons interviewed |
| Attachment 4 | List of training modules implemented by PACEEQ |
| Attachment 5 | Orientations for the collection of information during field visits |

THE EVALUATION'S STRONGEST CONCLUSIONS

These points were independently elaborated by each team and the coordinator immediately upon the completion of the field work. The list was then read by each team and each point was commented. If the evidence from any area raised doubts as to the validity of a point, it was eliminated. This procedure was repeated at the end of the period of analysis to insure that no major finding was omitted from the list.

This list thus represents the evaluation's strongest conclusions that pertain to all areas.

Increase in the participation of PTAs in decision-making.

STRONG POINTS

- Communities are now aware that schools belong to them and they are effectively involved in their co-management.
- The boards are elected according to democratic processes that represent an improvement over previous practices.
- Radio programs are effective where they can be heard.
- PTA boards exist and function.
- Board members know their role and duties
- Boards maintain the various documents necessary for the recording, monitoring and control of activities.
- They develop action plans together with principals.
- The PTA has become the co-manager of the school's resources
- The community gathers internal and external resources to improve the school.
- There has been an increase in what communities contribute. NGOs and other partners assist the community in the construction or repair of the school's infrastructure and equipment.
- Resources are used according to a previously established plan of action.
- Appropriate record keeping insures transparency. The sources of funds are known.
- The school's environment has improved (repairs, fences, etc.)
- Parents, students and education officials appreciate what has been accomplished regarding the school's improvement.
- Education officials, at all levels, appreciate PACEEQ's approach and interventions.
- Exchange visits make it possible to broaden the PACEEQ approach to areas not covered by the project.

WEAK POINTS

- The legislation and rules are generally written in French when, in fact, more than half the board members are illiterate in that language, which creates an hindrance as far as transparency and usage are concerned.

- There is not enough follow up after the training has been completed.
- What has been learned in the literacy centers is not capitalized because documents are written in French.
- The principal's status in relation to the board remains ambiguous.
- The majority of the federations do not maintain appropriate records.
- There are cases, records are not kept with enough seriousness
- Communities expect that external resources will be forthcoming and they do not rely sufficiently on available internal resources.
- Boards and federations do not always know how to put in practice all the recommendations that appear in the documents they prepared.
- Priorities are not always sufficiently well defined in the action plans.
- The fact that many communities are cash poor makes it difficult to collect contributions.
- The nature and usage of financial contributions are not always known by the members of the PTA
- Annual budgets that are in fact available remain low in light of the activities that are proposed.

IMPROVEMENT AND RECOMMENDATIONS

- Standardize legislation, in particular regarding the status of the principal.
- Develop and monitor activities after the training has been completed.
- Continue the literacy activities, by relying those who are already literate in the community.
- Encourage the keeping of the board's documents in the community's language.
- Improve the methodology used to elaborate and realize action plans, particularly concerning the participative diagnosis and the identification of priorities.
- Strengthen the mechanisms that make it possible for the school's action plan to take account of the local development plan conceived by the CRD (local council).

Increase in the participation of civil society organizations and of NGOs in education.

STRONG POINTS

- Federations work with and support PTAs and boards
- In each of the prefectures where PACEEQ has been active, a local NGO partners with the PTA
- The local NGOs and their staff know the communities where they are active.
- Communities appreciate the work done by the trainers
- The trainers sent by local NGOs know the training modules and taught them well.
- A structure composed of federations, alliances and NGOs that partner with education officials is emerging.

WEAK POINTS

- The majority of the federations received neither training nor support.
- Despite their good will, federations and alliances have not reached the same operational level as the PTA boards whose activities they are expected to coordinate.

- Internal resources are insufficiently mobilized or are absent altogether.
- Local NGOs lack financial autonomy.
- The rights and privileges of the NGOs employees are not always clearly known.
- The lobbying training has not yet resulted in the involvement of all the local organizations capable of supporting the school's activities.

IMPROVEMENTS OR RECOMMENDATIONS

- Create, within the PTA boards and federations, positions specifically designed to promote girls' schooling and their success in school.
- Strengthen the alliances' training in order to improve their operational capacities.
- Organize and systematize, at an appropriate geographical level, meetings and workshops that will make it possible for PTAs, alliances and federations to share their experiences and points of view concerning common problems.

Mobilization and management of resources for primary schools. Improvement of educational quality

STRONG POINTS

- Enrollment increases in the 1st, 2nd and 3^d years, of girls particularly.
- Improvement of girls' success.
- A training module dealing specifically with gender and equity exists.
- A module dealing with hygiene and health exists
- A number of expenses related to schooling, enrollment fees in particular, have been reduced.
- Awards are given to the best students and teachers if results are good.
- Communities subsidize the costs involved in teachers' in-service training.
- A number of favors are extended to teachers (housing, help with agricultural activities, reduced prices for foodstuff, communities advance the teachers' salaries when they have not been paid by the government)
- Teachers are freed from certain management duties and have more time for their work.
- Supplies, materials and books are more readily available.
- Results are analyzed in order to ascertain the causes of failure and to find solutions.
- Girls are given priority when enrollment takes place and there is not enough room for everybody.
- PTA boards and alliances are involved in the recruitment of girls.
- Parents are being made aware that girls have more domestic obligations than boys.
- There has been a significant increase of school age children who actually go to school in rural areas.
- Study groups have been organized, in particular for those seeking to enter the 7th grade.
- A number of measures have been taken to fight against unwanted pregnancies and early marriages.
- Lunch programs, clean water and fences exist in some schools.
- School hygiene has improved, in particular thanks to the construction of latrines.

WEAK POINTS

- Supply is insufficient and it limits enrollments.
- Buildings and equipment are insufficient
- Classroom size is extremely high (66, 85, 79, etc.).
- School actors do not coordinate their activities as far as equity is concerned.
- Some children must travel very far to go to school.
- The construction of schools is not sufficiently well coordinated
- Supply (buildings) is not always well suited to certain local specificities (nomadic populations, island communities).
- The school calendar does not sufficiently take account of the community's calendar.
- There is an insufficient number of teachers.
- Certain teachers are not very competent.
- The domestic obligations of children, girls in particular, remain high.
- The reduction of domestic obligations for children often implies that the mother does even more.
- Negative prejudices towards women continue in certain communities.
- Illiteracy, poverty and religious fanaticism remain among some parents.
- The poverty of certain parents who have many dependent children hinder schooling.
- Teaching materials are insufficient compared to the demand.
- Books remain unavailable for a large number of pupils and teachers.
- The books that are given to girls as scholarships create a major type of pedagogical inequality between girls and boys.

IMPROVEMENTS OR RECOMMENDATIONS

- Systematize review groups and the support they receive
- Recruit more women teachers
- Study and implement a structure that would make access to books more equitable for girls and boys.
- Study and implement a system that would enable teachers to have access to books and other appropriate teaching materials.
- Involve local artisans to make certain kinds of teaching materials.
- Study and implement a pilot project suited to nomadic communities and island communities.
- Propose temporary alternatives for communities that do not yet have standardized infrastructures.
- Consider various measures that could reduce domestic duties.

LITERACY AND TRAINING

STRONG POINTS

- Literacy centers are operational
- Local NGOS have been well trained and well received by the communities
- Literacy centers teachers have been trained by the project.

- Training modules are relevant because they focused on schools.
- The training modules have been effectively appropriated by the trainees
- The people have welcomed the literacy campaigns
- Literacy has an impact that goes well beyond the school and its activities. Literacy affects people's lives:
 - Professional lives
 - Economic activities
 - Social status
 - The job of being a student is better understood by parents who have become literate
 - The relationship between newly literate parents and their children has changed and improved the likelihood of success in school.
- Literacy reinforced community participation
- Literacy helped the understanding of the training modules
- The radio programs reinforce the appropriation of the training by the people in the project's areas.
- The radio programs help the diffusion of all the project's objectives in the communities not involved in the project.
- Training considerably improved the functioning of the PTAs, alliances and federations.
- A diffusion effect is beginning to appear:
 - Towards PTAs that have not been trained
 - Towards professional and economic activities.

WEAK POINTS

- There are too few literacy centers given the high demand
- Very little takes place after basic training
- Records are not always kept in a national language because the rules did not specify that such a practice was possible.
- Radio programs do not cover the entire country for various reasons
- The radio programs rely on role playing and thus do not make it possible for all human resources to be used.
- The training period is too short for it to last over time.
- The follow up of training has not taken place
- Training did not include all the partners involved in community participation, including education professionals.

BROADER IMPACT

STRONG POINTS

- Increased trust between the educational system's partners (parents and teachers, for example).
- Community participation makes it possible for various conflicts to be resolved, a resolution that facilitates the harmonious functioning of the educational system.

- The democratization process has begun.
- The school's existence stimulated and made possible the realization of economic and cultural activities that strengthen the community.
- The place of girls and women in decision making has changed a lot.
- The principle of universal school attendance is now taken for granted in all areas and among all groups. PACEEQ strongly contributed to that situation.
- Community participation strengthens social cohesion (resolution of conflicts between cattle raisers and farmers, community development projects, fight against fires).
- Skills acquired during the training are transferred towards other activities
- Communities have made the PACEEQ approach their own and want to continue.

WEAK POINTS

- The monitoring and the evaluation of the activities do not rely on several important indicators of impact.
- Positive impact and possible negative impacts are not taken into account to alter the project's activities.
- Children's schooling, girls in particular, can temporarily increase mothers' domestic duties.
- Children's schooling reduces the family's productive capacity.
- A school's existence can lead to an increase in the price of certain items at the beginning of the school year.
- What has been accomplished might not last over time. Training must continue.

*Attachment 2***DOCUMENTS CONSULTÉS**

Request for Application (RFA) Number 675-01-002	Février 2001
Proposal Submitted by World Education	Juin 2001
Diagnostic régional Faranah	Juin 2002
Diagnostic régional Kankan	Juillet 2002
Forum Régional de Labe	Juillet 2002
Rapport synthèse (Faranah, Kankan et Labe)	Octobre 2002
Diagnostic communautaire : N'Zerekore	Mai 2003
Pérennisation Mamou	Novembre 2003
PACEEQ Internal Mid-Term Evaluation	Janvier 2004
2003 annual report	Janvier 2004
Performance of literacy centers	Aug-Nov. 2004
Rapport synthèse alliance (mi parcours)	Octobre 2004
2004 annual report (English)	Janvier 2005
AGSP Submission	Juillet 2005

LISTE DES PERSONNES RENCONTREES

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1. Séni DIOP	Directeur
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4. Mamadou Saity BARRY	Coordinateur Régional Paceeq Labé
5. Mamadou Saliou BALDE	CTP Paceeq Labé
6. Mamadou Saliou SOUARE	CTP Koubia
7. Mamadou Oury DIALLO	CTP Tougué
8. Mamadou Alpha DOUMBOUYA	CTP Gaoual
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2. Ibrahima Sory SIDIBE	Coordonateur CAM
3. Adama Oury DIALLO	Coordinatrice AVODEK
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5. Amadou Oury SOW	Animateur ADPG
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Région de LABE	
1. Habib Fady DIALLO	Maire-adjoint commune de Labé
2. Ibrahima Fofana	Gouverneur Labé
3.	Inspecteur Régional Education Labé
4. El Hadj THIAM	DPE Labé
5. Boubacar Dieng	Chef de la station de la radio rurale
6. Mouctar Pilimili DIALLO	Chef des Programmes
7. Docteur Diouldé Taran DIALLO	Sté des Auditeurs
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1. Fatou BARRY	Directrice de l'Ecole Primaire
2. Aïssatou Moustapha DIALLO	Enseignante
3. Mariam DIALLO	Elève
ÉCOLE CAMP EL HADJ OUMAR	
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2. Sous-Lt Oury Baïlo DIALLO	Pdt BAPEAE
3. Adj-t-chef Ibrahima BALDE	Trésorier BAPEAE
CRD TOUNTOUROUT	
1. Mody Alsény SOW	Sage de la localité
2. Mamadou Siré SOW	Président CRD
3. Mody Ousmane SOW	3 ^{ème} vice-Président CRD
4. Thierno Madjou BAH	Secrétaire communautaire SP
5. Amadou Tidjane SOW	BAPEAE Tountouroun-centre
6. Kadiatou SOW	BAPEAE Tountouroun-centre
7. Abdoul Salam SOW	BAPEAE Tountouroun-centre
8. Lamine CAMARA	Dt école Tountouroun

NOMS ET PRENOMS	FONCTIONS
9. Mariam Touré SOW	Élève école Tountouroun-centre
10. Mariam Ssiré DIALLO	Elève école Tountouroun-centre
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12. Djamilatou BALDE	Enseignante Toury
13. Himourana BARRY	Bureau APEAE - Toury
14. Mamadou Samba SOW	Trésorier APEAE Toury
15. Salématou SOW	Vice-président APEAE Toury
16. Ibrahima Sory SOW	Vice-Président APEAE Toury
17. Aïssatou Oury SOW	Élève Toury
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CRD YIMBERING	
14. Abdoulaye DIALLO	DSEE
15. Abdoul Gadiri DIALLO	Président Coordination sous-préfect.
16. El hadj Hamidou DOUKOURE	Vice-Président Coord. S/P
17. Abdoulaye DIALLO	1er Secrétaire Administratif
18. Thierno Mamadou Hady DIALLO	2 ^{ème} Secrétaire Administratif
19. Taïbou DIALLO	Trésorier coord. S/P/
20. Kindi BAH	Secrétaire à l'alphabétisation
21. Amadou Tidjane DIALLO	Dt école Kottye Diallo
22. Mamadou Saliou BAH	Trésorier BAPEAE Kottye Diallo
23. Mamadou Lamarana BAH	Staire Information BAPEAE K.D.
PRÉFECTURE DE LELOUMA	
21. Pathé Koolo BARRY	Directeur de l'école primaire de Pétel
22. Aïssatou I DIALLO	Vice-Président Alliance Préfectorale
23. El Hadj Mamadou Balaya	Président Alliance
24. Amadou Bob DIALLO	Relations Extérieures Alliance
25. Dalanda DIALLO	Femme modèle
26. Amadou DIALLO	Coordination Préfectorale
27. Daouda BALDE	Coordination Préfectorale
PILIMILI (KOUBIA)	
25. Bobo BALDE	Président de la CRD de Pilimili
26. Néné Hadja DIALLO	Femme modèle de Pilimili
27. Mariama Diouldé BALDE	Présidente Alliance S/P Pilimili
28. Mariama Diouldé BAH	Trésorière Alliance S/P Pilimili
29. Fatoumata Binta DIALLO	Secrétaire à l'Organisation Alliance
30. Saoudatou DIALLO	Chargée du recrutement des filles
31. Oumou Hawa BARRY	Chargée du maintien des filles
32. Amadou Korka BAH	Chargé de l'équité
33. Hassatou DIALLO	Pdte Comité de Gestion des Bourses
34. Kadiatou DIALLO	Vice Pdte CGB
35. Néné Yaya DIALLO	Secrétaire CGB
36. Fatoumata Binta SOUMANO	Membre CGB
37. Aïssatou BAH	Membre CGB
38. Ousmane BAH	Membre CGB
39. Alpha Yaya DIALLO	Membre
NIAKAYA (KOUBIA)	

NOMS ET PRENOMS	FONCTIONS
40. Fatoumata Binta SYLLA	Pdte Comité de Gestion des Bourses
42. Assiatou DIALLO	Vice-Pdte CGB
41. Kadiatou DIALLO	Membre CGB
43. Amadou BARRY	Membre CGB
KOUNDOU (KOUBIA)	
44. Samba Ténin DIALLO	Dt école
45. Aïssatou DIALLO	Elève
46. Adama Hawa DIALLO	Elève
46.	Pdt BAPEAE
47.	Vice-Pdt BAPEAE
48.	Staire Administratif BAPEAE
49.	Staire Information BAPEAE
50.	Staire Affaires Sociales
51.	Staire à la scolarisation
TOUGUE CENTRE	
52. Tyapatho BARRY	DPE
44. Mamadou Yaya BARRY	Staire Organisation Coord. communale
45. Amadou SIDIBE	Pdt coord. communale
46. Baïlo KANTE	Scolarisat. Et maintien des filles
47. Mamadou Bobo BALDE	Scolarisat. Et maintien des filles
48. Alharba BALDE	Trésorier coord. communale
49. Thierno Oussou Bobo DIALLO	Affaires Sociales coord. communales
50. Alpha Oumar SOW	Affaires sociales coord. communales
KHEGNA (CENTRE)	
51.	Pdt BAPEAE
	Vice-Pdt
	Trésorier
	Staire Administratif
	Staire à l'organisation
	Staire aux Affaires Sociales
	Staire à la Scolarisation
GAOUAL CENTRE	
51. Jeanette KOULIBALY	DSEE Commune Urbaine
52. Alpha Mamadou BALDE	Coordonnation préfectorale
53. Mamadou CONDE	Coordonnation préfectorale
54. Aliou DIALLO	Coordination préfectorale
55. Mamadou Saliou DIALLO	Coordination préfectorale
56. Amadou Sadio Kokouma DIALLO	Coordination préfectorale
SINTHIROU (GAOUAL)	
52. Aliou DIALLO	1 ^{er} Secrét. Adm.. APEAE Sinthiourou
53. Karamba DANSOKO	Secrét. Organisat. APEAE Sinthiourou
54. Boubacar DIALLO	Pdt BAPEAE
55. Salmana MANE	Vice-pdt BAPEAE
56. Aliou DIALLO	Staire Administratif BAPEAE
57. Ramata DIALLO	Staire aux Affaires Sociales
58. Binta BAH	Staire à l'éducation

NOMS ET PRENOMS	FONCTIONS
KOUMBIA (GAOUAL)	
54. Oumar II DIALLO	DSEE adjoint
55. Fatoumata Binta DIALLO	Pdte Alliance
56. Ibrahima Sory CAMARA	Vice-Pdte Alliance
57. Binta TOURE	Trésorière Alliance
58. Mamadou CAMARA	Staire Général
59. Saoudatou DIALLO	Staire à la scolarisation
60. Ibrahima Sory Keïta	Staire à l'organisation
61. Salématou Sadio COULIBALY	Staire/équité
62. Zénab DIALLO	Staire aux Affaires Extérieures
TANENE (BOKE)	
56. Oumou SAMPOU	Elève école primaire Hamdallaye
57. Lucia KOMPO	Elève école primaire Hamdallaye
58. Oumar SAGNA	Elève école primaire Hamdallaye
59. Thierno Sadou DIALLO	Dt école primaire Hamdallaye
59. Aboubacar KOMPO	Pdt APEAE Hamdallaye
60. Aboubacar SANE	Trésorier APEAE Hamdallaye
61. Mamadou Saliou DIASSY	Staire adm. Alliance S/P Tanéné
62. Hawa SANE	Pdte Alliance S/P Tanéné
63. Mamadou Saliou BALDE	Trésorier Alliance S/P Tanéné
64. Daouda KOMPO	Chargé Affaires étrangères Alliance S/P
BARALANDE (COMMUNE URBAINE BOKE)	
65. El hadj Moussa MAGASSOUBA	DPE Boké
72. Nyokoro Sanoussy CAMARA	Pdt cood. Préfectorale Boké
65. Amadou BAH	Pdt BAPEAE
66. Ramata DIALLO	Trésorière Adjte BAPEAE
67. Oumar CAMARA	Staire Génréal/Directeur d'école
68. Naby Issa KEITA	Dt ecole privée Youra Tawel
69. Nfanly Madani DRAME	Dt des études Y.T.
70. Robert FENDOUNO	Comptable école Y. T.
71. Sékouba SIDIBE	Surveillant Gl Y.T.
KAMSAR (BOKE)	
72. Joseph CONTE	Vice-Président Bureau CRD
72. Fodé 1 CAMARA	Pdt Comité Gestion des Bourses
73. Mamadou TOUNKARA	Staire CGB
74. Mamadouba CONTE	Mbre CGB
Région de KANKAN	
BEAVOGUI Akoy Dédé	Directeur du Programme Education à Save Children; PACEEQ- Bureau Kankan
KOULIBALY Diamady	Chef section Enseignement Secondaire à l'IRE
KOUROUMA Alpha Baro	Chef section Enseignement Elémentaire
PIVI Siba	Sous Préfet de Balandougou
BERETE Sanoussi	Coordinateur Régionale PACEEQ- Bureau Kankan
Préfecture de KANKAN	

NOMS ET PRENOMS	FONCTIONS
DIALLO Yaya	CTP / PACEEQ - Préfecture de Kankan
KEITA Aboubacar	Animateur ADIK
Préfecture de KÉROUANE	
BEAVOGUI Zouti	Directeur Préfectoral Education
Préfecture de KOUROUSSA	
CONDE Fadjimba	Chef section Enseignement Elémentaire à la DPE
CONDE Ballan Sacko	Chef section Enseignement Secondaire à la DPE
SYLLA Mahmoud	CTP / PACEEQ - Préfecture de Kouroussa
KEITA Nouhan	Coordinateur AJVD
Préfecture de MANDIANA	
KABA Kourouma	Chef SSP à la DPE
SAVANE Oumou	CTP / PACEEQ - Préfecture de Mandiana
Chef Bataillon CONDE Bouréma	Préfet de Mandiana
KEITA Kassim	Chef section Enseignement Secondaire à la DPE
Région de NZEREKORE	
KABA Mohamed Lamine	Coordinateur Régionale PACEEQ- Bureau Nzérékoré
KABA Ahmadou	Chef section Enseignement Secondaire à l'IRE
BAMY Pé Mamady	Chef section Enseignement Elémentaire à l'IRE
Préfecture de BEYLA	
DOUNO Mory	Chef section Enseignement Secondaire à la DPE
KEITA Alpha Kabiné	CTP / PACEEQ - Préfecture de Beyla
HABA Pépé Pascal	Président de l'ONG Zali-AC
Préfecture de LOLA	
KPOGOMOU Cécé Maxime	Animateur de l'ONG GAGOBO
BEAVOGUI Bowa	Animatrice de l'ONG GAGOBO

PERSONNES RENCONTRÉES DANS LES RÉGIONS DE MAMOU ET DE FARANAH

APEAE

1. UFA 1 (Unité Franco Arabe)
2. Ecole primaire Abattoir 2(CU, Faranah)
3. Nianforando (CRD Banian, Faranah)
4. APEAE Ecole Primaire 1 (Bissikrima Centre, Dabola)
5. Ecole Primaire Centre 2 (Ecole non PACEEQ, Dinguraye)
6. Ecole Mamoudouya 1 (Diatiféré, Dinguiraye)
7. Ecole Fadia Kolébhè, Dinguiraye)
8. Ecole de Kalia (Maréla, Faranah)
9. Ecole de Yatia (Hérémanono, Faranah)
10. Laya Doula (Passaya, Faranah)
11. A P E AE de Tiro
12. Dalado(Banco, Dabola)
13. Kambaya(CU, Dabola)

14. Patrice Lumumba (Dogomet, Dabola)
15. APEAE Centre 1 (CU, Dinguiraye)
16. APEAE Kansato (Kalinko, Dinguiraye)

DIRECTEURS D'ECOLE

1. Kalia (Maréla, Faranah)
2. Ecole de Yatia (Hérébankono, Faranah)
3. Ecole Abattoir 2 (Ecole témoin, Faranah)
4. Ecole de Tiro (Centre 1, Faranah)
5. Ecole de Nianforando (Banian, Faranah)
6. Ecole de Passaya (Faranah)
7. Ecole de Bissikrima(Dabola)
8. Ecole de Centre 1(Dinguiraye)
9. Ecole de Mamoudouya 1(Diatiféré Dinguiraye)
10. Ecole de Fadia Kolébhé (Diatiféré, Dinguiraye)
11. Ecole de UFA 1 (CU, Farnah)
12. Ecole de Laya Doula (Nialia, Faranah)
13. Ecole de Dalado (Banko, Dabbola)

O N G

1. A D F. Association pour le Développement de Faranah
2. ADESD. Association pour le Développement Economique et Social de Dinguiraye
3. ASED. Association Sauvons les Enfants Déshérités.

C R D

1. C R D de Maréla(Faranah)
2. C R D de Nialia(Faranah)
3. C R D de Banian(Faranah)
4. C R D de Banko(Dabola)
5. C R D de Bissikrima (Dabola)
6. C R D de Diatiféré (Dinguiraye)

COORDINATIONS

1. Coordination de Banian(Faranah)
2. Coordination de Bissikrima (Dabola)
3. Coordination de Dinguiraye
4. Coordination CU de Faranah

ALLIANCES

1. Alliance de Passaya (Faranah)
2. Alliance de Diatiféré(Dinguiraye)
3. Alliance de Dogomet (Dabola)

ELEVES

1. Elèves de Laya Doula
2. Elèves de Centre 1 (Dinguiraye)
3. Elèves de Kalia (Faranah)
4. Elèves de Yatia (Faranah)

DSEE

1. Hérémarkono (Faranah)
2. Faranah Centre (CU)
3. Banian (Faranah)
4. Passaya (Faranah)
5. Banko (Dabola)
6. Dinguiraye
7. Diatiféré (Dinguiraye)
8. Dagomet (Dabola)

I R E (Faranah)

D P E (Dinguiraye)

D P E (Dabola)

Personnes rencontrées par le Coordonnateur de l'Évaluation:

Mr. Macka Barry, Directeur Administration et Finances. PACEEQ
Mme Oumou Kouloumy Barry, coordinatrice de la formation. PACEEQ
Mr. Mamadou Saidou Barry. Crrdinateur de l'alphabétisation. PACEEQ
Mr. Akoy Bevougui, Save the Children, Kankan
Mr. Naimy Conde. ADIC. Kankan
Ibrahima Diakité, NFQE coordinator
Mr. Abdoulaye Diallo, Secrétaire de la FEGUIPAE
Mme Mama Kanny Diallo. Assistante de programme. PACEEQ
Moctar Diallo, Resonsable des partenariats, Aide et Action
Thierno Aliou DIAOUNÉ, Responsable nouné, Représentant pays, Aide et Action
Seni Diop, Directeur national PACEEQ
Dr. Aly Badara Doukoure. Directeur national. AED
Mme. Thelma Khelghati. Directrice nationale NFQE / EDC
Mr. Mamadou Samba Sow. Formateur en alphabétisation. PACEEQ
Membres des Alliances Locales de Kaalan, Koba, et Missamena
Centre d'alphabtisation de Dogho
Coordination Communale de Mamou
Coordination communale de Tolo
Coordination Préfectorale de Mamou
Coordination Régionale de Labé
Directrice de l'école de Madina Scierie (Mme Bah)
Directeur administratif et financier Save the Children. (Mr. Bah)
Coordinateur des programmes. Save the Children
Mr. L'Inspecteur Régional Kankan
M. le Secrétaire Général du Ministère de l'Enseignement primaire et pré-universitaire
Mr. Le Président de la FEGUIPAE
Mr. Le Trésorier de la FEGUIPAE
Dr. Aboubacar Yattara. Coordonnateur National. Programme EPT.

LISTE DES MODULES DE FORMATION MISES EN OEUVRE PAR PACEEQ

1. MODULES APEAE DE BASE :

1.1 Gouvernance Interne

- Thème 1: Mission de l'APEAE
- Thème 2: Organisation et Fonctionnement
- Thème 3: Processus d'obtention des textes juridiques
- Thème 4: Tenue d'un Procès Verbal
- Thème 5: Préparation et Tenue d'une Assemblée Générale
- Thème 6 : Gestion des Documents administratifs
- Thème 7: Plan d'Action
- Thème 8: Mobilisation des ressources pour le PAE
- Thème 9: Elaboration d'un Rapport d'Activités
- Thème 10: Suivi Evaluation

1.2 Qualité de l'Education

- Thème 1 : Rappel sur le Diagnostic Participatif Communautaire
- Thème 2 : Décentralisation du système éducatif
- Thème 3 : Notion de qualité de l'éducation et ses composantes
- Thème 4 : Recrutement et appuis aux maîtres
- Thème 5 : Suivi de l'assiduité des maîtres
- Thème 6 : Remise à niveau des maîtres
- Thème 7 : Recrutement et maintien des élèves
- Thème 8 : Suivi de l'assiduité des élèves et du travail des enfants à domicile
- Thème 9 : Entretien de l'école
- Thème 10 : Scolarisation des filles
- Thème 11 : Amélioration du rendement Scolaire des filles
- Thème 12 : Acquisition et Gestion du matériel didactique
- Thème 13 : Participation à la préparation et au déroulement des examens scolaires
- Thème 14 : Analyse des résultats scolaires

1.3 Gestion Financière

- Thème 1: Elaboration d'un budget annuel
- Thème 2: Mobilisation des fonds
- Thème 3: Exécution d'un budget annuel
- Thème 4: Procédures d'ouverture d'un compte bancaire
- Thème 5: Tenue d'un journal banque
- Thème 6 : Gestion d'une petite caisse
- Thème 7: Tenue d'un journal de petite caisse
- Thème 8: Présentation et remplissage des pièces justificatives
- Thème 9: Rapport financier APEAE
- Thème 10: gestion des subventions de PACEEQ

1.4 Plaidoyer et techniques de négociation :

Thème 1 : Notion Générale du plaidoyer

Thème 2 : Planification d'un plaidoyer.

Thème 3 : Formulation et présentation d'un message de plaidoyer...

Thème 4 : Notion de Négociation.

Thème 5 : Les stratégies de négociation.

Thème 6 : Préparation et exécution d'une action de négociation.

Thème 7 : Suivi évaluation d'un plaidoyer et d'une négociation

1.5 Santé en Milieu Scolaire

Séance 1 : Les principales maladies citées lors du DPC; leurs modes de prévention.

Séance 2 : La Nutrition.

Séance 3 : La Vaccination.

Séance 4 : l'hygiène.

Séance 5 : La compréhension du VIH/SIDA.

Séance 6 : La vulnérabilité à l'épidémie du VIH.

Séance 7 : Les conséquences socioéconomiques et psychologiques de l'épidémie.

Séance 8 : Le cycle de la vie.

Séance 9 : Le changement d'attitudes et de comportements.

1.6 Equité / Genre

Thème 1 : Stéréotypes discriminatoires hommes/femmes et Garçons et filles.

Thème 2 : Initiation à la notion d'Equité/Genre.

Thème 3 : Activités/Rôles dans le cadre du Genre.

Thème 4 : Obstacles à la scolarisation de la fille.

Thème 5 : Obstacles au maintien des filles à l'école.

Thème 6 : Réussite scolaire de la fille.

Thème 7 : Amélioration du plan d'action pour l'Education.

2. MODULES DES COORDINATIONS DES APEAE :

2.1 Développement organisationnel :

Thème 1 : Mission.

Thème 2 : Organisation et Fonctionnement.

Thème 3 : Processus de Reconnaissance.

Thème 4 : Plan d'Action.

Thème 5 : Budgétisation.

Thème 6 : Etablissement du Partenariat

Thème 7: Mobilisation des Fonds.

Thème 8: Gestion des Fonds.

Thème 9 : Rapport d'Activités.

Thème 10 : Suivi-Evaluation

2.2 Décentralisation et Qualité de l'éducation :

Thème 1 : Décentralisation et la Déconcentration (Rôles, responsabilités CRD /CU)

Thème 2 : Organisation du Système Educatif.

Thème 3 : Mouvement APEAE.
Thème 4 : Composantes de la qualité de l'Education.
Thème 5 : Processus de Diagnostic Participatif Communautaire.

2.3 Santé et VIH/SIDA

Thème 1 : La compréhension du VIH/SIDA.
Thème 2 : La vulnérabilité à l'épidémie du VIH.
Thème 3 : Les conséquences socioéconomiques et psychologiques de l'épidémie.
Thème 4 : Le cycle de la vie.
Thème 5 : Le changement d'attitudes et de comportements.

2.4 Equité /Genre :

Thème 1 : Stéréotypes discriminatoires hommes/femmes et Garçons et filles...
Thème 2 : Initiation à la notion d'Equité/Genre.
Thème 3 : Activités/Rôles dans le cadre du Genre.
Thème 4 : Facteurs d'influences.
Thème 5 : Accès et maintien de la fille à l'école.
Thème 6 : Amélioration du rendement scolaire de la fille...
Thème 7 : Les droits des enfants.
Thème 8 : Planification du temps des élèves.
Thème 9 : Changement d'attitude et de comportement.
Thème 10 : L'amélioration du plan d'action pour l'Education.
Thème 11 : Préparation, tenue de journée de réflexion autour de la scolarisation de la fille.

2.5 Plaidoyer et techniques de Négociation :

Thème 1 : Notion Générale du plaidoyer.
Thème 2 : Planification d'un plaidoyer.
Thème 3 : Formulation et présentation d'un message de plaidoyer.
Thème 4 : Notion de Négociation.
Thème 5 : Stratégies de Négociation.
Thème 6 : Préparation et Conduite d'une Négociation
Thème 7 : Suivi évaluation plaidoyer/Négociation

2.6 Gestion Financière

Thème 1 : Le fonds d'appui de PACEEQ
Thème 2 : La Gestion d'une petite caisse
Thème 3 : La tenue d'un journal petite caisse
Thème 4 : La tenue d'un journal banque
Thème 5 : Le Rapport financier

3. MODULES DES ALLIANCES :

3.1 : Développement organisationnel

Thème 1 : Mission de l'alliance.
Thème 2 : Organisation et Fonctionnement.
Thème 3 : La préparation et la tenue des assemblées générales.
Thème 4 : Renouvellement des instances.

Thème 5 : Processus de reconnaissance officielle.
Thème 6 : Elaboration d'un plan d'action d'équité genre.
Thème 7: Budgétisation...
Thème 8: Mobilisation des Fonds.
Thème 9: Gestion des Fonds.
Thème10: Partenariat.
Thème11 : Rapport d'activités.
Thème 12: Suivi –Evaluation

3.2 Décentralisation et Qualité de l'éducation

Thème 1 : Décentralisation et la Déconcentration (Rôles, responsabilités CRD / CU)
Thème 2 : Organisation du Système Educatif.
Thème 3 : Mouvement APEAE.
Thème 4 : Composantes de la qualité de l'Education.
Thème 5 : Processus de Diagnostic Participatif Communautaire.

3.3 Santé et VIH/SIDA

Thème 1 : La compréhension du VIH/SIDA.
Thème 2 : La vulnérabilité à l'épidémie du VIH.
Thème 3: Les conséquences socioéconomiques et psychologiques de l'épidémie.
Thème 4 : Le cycle de la vie.
Thème 5 : Le changement d'attitudes et de comportements.

3.4 Equité /Genre

Thème 1 : Stéréotypes discriminatoires hommes/femmes et Garçons et filles...
Thème 2 : Initiation à la notion d'Equité/Genre.
Thème 3 : Activités/Rôles dans le cadre du Genre.
Thème 4 : Facteurs d'influences.
Thème 5 : Accès et maintien de la fille à l'école.
Thème 6 : Amélioration du rendement scolaire de la fille...
Thème 7 : Les droits des enfants.
Thème 8 : Planification du temps des élèves.
Thème 9: Changement d'attitude et de comportement.
Thème 10 : L'amélioration du plan d'action pour l'Education.
Thème 11 : Préparation et tenue de journée de réflexion pour la scolarisation de la fille.

3.5 Plaidoyer et techniques de Négociation :

Thème 1 : Notion Générale du plaidoyer.
Thème 2 : Planification d'un plaidoyer.
Thème 3 : Formulation et présentation d'un message de plaidoyer.
Thème 4 : Notion de Négociation.
Thème 5 : Stratégies de Négociation.
Thème 6 : Préparation et Conduite d'une Négociation
Thème 7 : Suivi évaluation plaidoyer/Négociation

3.6 Gestion Financière:

Thème 1: Le fonds d'appui de PACEEQ
Thème 2 : La Gestion d'une petite caisse

- Thème 3 : La tenue d'un journal petite caisse
- Thème 4 : La tenue d'un journal banque
- Thème 5 : Le Rapport financier

4. MODULES DES CRD

4.1. Développement institutionnel :

- Thème 1 : Projet PACEEQ.
- Thème 2 : Rappel sur la politique de décentralisation (rôles et responsabilités des CRD et communes).
- Thème 3 : Planification stratégique et opérationnelle.
- Thème 4 : Mobilisation des fonds.
- Thème 5 : Gestion des fonds.

4.2 Décentralisation et Qualité de l'éducation :

- Thème 1 : Système Educatif.
- Thème 2 : Mouvement APEAE.
- Thème 3 : Connaissance de l'APEAE, la Coordination et l'Alliance.
- Thème 4 : L'EPT (Education Pour Tous) et les composantes de la qualité de l'Education
- Thème 5 : Processus d'amélioration de la Qualité de l'Education.

4.3 Plaidoyer et techniques de négociation :

- Thème 1 : Notion de plaidoyer.
- Thème 2 : Planification et budgétisation d'un plaidoyer.
- Thème 3 : Notion de Négociation.
- Thème 4 : Stratégies de négociation.
- Thème 5 : Stratégies de négociation
- Thème 6: Suivi évaluation d'un plaidoyer et d'une négociation

5. MODULE DES ONG :

5.1 Développement organisationnel et planification stratégique :

- Thème 1 : les organisations et leurs caractéristiques
- Thème 2 : Le cycle de vie d'une ONG
- Thème 3 : notion de planification stratégique (La P.S)
- Thème 4 : La préparation de la planification stratégique
- Thème 5 : Les orientations stratégiques
- Thème 6 : L'analyse de l'environnement interne
- Thème 7 : L'analyse de l'environnement externe
- Thème 8 : Le plan stratégique et plan de mise en œuvre
- Thème 9 : Le suivi – évaluation du P. S.
- Thème 10 : La mobilisation des ressources
- Thème 11 : L'organisation et le Fonctionnement

5.2 Gestion administrative et budgétaire:

- Thème 1: Procédures de recrutement et de gestion du contrat du Personnel

Thème 2: Salaires et charges sociales
Thème 3: Evaluation des membres et du personnel de l'ONG
Thème 4: Gestion des ressources matérielles
Thème 5: Procédures de budgétisation
Thème 6: Suivi des frais de fonctionnement
Thème 7: Suivi budget de projet
Thème 8: Mise en place du système de gestion budgétaire et organisation du travail pour son application

5.3 Plaidoyer et techniques de négociation :

Thème 1: La notion de plaidoyer
Thème 2: La planification d'un plaidoyer
Thème 3: Formulation et présentation d'un message de plaidoyer
Thème 4: La notion de négociation
Thème 5: La préparation d'une négociation
Thème 6: La mise en oeuvre d'une négociation
Thème 7: Le suivi-évaluation

6. MODULES FEGUIPAE:

6.1 Développement organisationnel et planification stratégique :

- Thème 1 : les organisations et leurs caractéristiques
- Thème 2 : Le cycle de vie d'une ONG
- Thème 3 : notion de planification stratégique (La P.S)
- Thème 4 : La préparation de la planification stratégique
- Thème 5 : Les orientations stratégiques
- Thème 6 : L'analyse de l'environnement interne
- Thème 7 : L'analyse de l'environnement externe
- Thème 8 : Le plan stratégique et plan de mise en œuvre
- Thème 9 : Le suivi – évaluation du P. S.
- Thème 10 : La mobilisation des ressources
- Thème 11 : L'organisation et le Fonctionnement

6.2 Plaidoyer et techniques de négociation :

- Thème 1: La notion de plaidoyer
- Thème 2: La planification d'un plaidoyer
- Thème 3: Formulation et présentation d'un message de plaidoyer
- Thème 4: La notion de négociation
- Thème 5: La préparation d'une négociation
- Thème 6: La mise en oeuvre d'une négociation
- Thème 7: Le suivi-évaluation

7. MODULE DES COORDINATIONS REGIONALES DES APEAE:

7.1 Planification stratégique :

- Thème 1 : Les Organisations et leurs caractéristiques Thème 1
- Thème 2: L'analyse de l'environnement interne
- Thème 3: L'analyse de l'environnement externe
- Thème 4 : La notion de planification stratégique (La P.S)
- Thème 5 : La préparation de la planification stratégique
- Thème 6 : La Vision et la mission
- Thème 7 : Les objectifs et les stratégies
- Thème 81 : Le plan stratégique et plan de mise en œuvre
- Thème 9 : Le suivi – évaluation du P. S.

Attachment 5

ORIENTATIONS POUR LA COLLECTE D'INFORMATIONS UTILISÉS LORS DES VISITES DE TERRAIN

Ces fiches ont été utilisées par les enquêteurs pour organiser leurs notes. Ces notes ont été prises à la main, puis un résumé a été réalisé chaque soir. A la fin du travail sur le terrain, les notes ont été organisées par thème, selon les objectifs.

PUBLIC CIBLE: ADMINISTRATION SCOLAIRE, niveaux DSEE, DPE, IRE

1. Selon vous, quel est le rôle de l'APEAE à l'école ?
2. Connaissez-vous les objectifs recherchés par PACEEQ ?
 - a. Si Oui, quelle est votre appréciation de ces objectifs ?
3. Le projet PACEEQ vous a-t-il aidé à mieux comprendre votre rôle? Oui non
4. Vos services prévoient-ils le financement de formations destinées aux APEAE pour pérenniser les acquis du projet PACEEQ ? oui non
5. Y a-t-il une coopération formelle entre vos services et les APEAE ?
 - a. La réfection des locaux ____oui ____non
 - b. L'achat ou la rénovation du mobilier ____oui ____non
 - c. La construction de classes ____oui ____non
 - d. L'amélioration de l'environnement scolaire ____oui ____non
 - e. La production des statistiques scolaires ____oui ____non
 - f. La gestion des livres ____oui ____non
 - g. L'inventaire des biens de l'école ____oui ____non
 - h. Les conditions de vie des enseignants ____oui ____non
 - i. L'augmentation du taux de scolarisation des filles ? ____oui ____non
 - j. Le maintien et la réussite des filles à l'école ? ____oui ____non
 - k. La recherche et la confection du matériel didactique ? ____oui ____non
 - l. Le perfectionnement des enseignants ? ____oui ____non
 - m. L'analyse des résultats scolaires ? ____oui ____non
 - n. Le suivi de la présence des enseignants ? ____oui ____non
 - o. Le suivi de la présence des élèves ? ____oui ____non
6. Quelle est votre appréciation de la coopération entre PACEEQ et
 - a. APEAE ____ ?
 - b. Coordination ____ ?
 - c. Alliance ____ ?
7. Si le projet PACEEQ devait se poursuivre, quelles améliorations seraient souhaitables à votre avis ?

8. Le projet PACEEQAE s'est beaucoup reposé sur des ONG pour organiser la formation des bureaux APEAE.
 - a. Pourriez-vous nous faire part de votre évaluation de cette manière de travailler ?
 - b. Etes-vous satisfait du travail réalisé par ces ONG ?
 - c. Pensez-vous que ces ONG soient maintenant capables de continuer ce travail sans la contribution du projet PACEEQ ?
9. Si l'on vous demandait de rêver un peu, comment entreverriez-vous le développement des APEAE dans les prochaines années ?
10. Le projet PACEEQ a œuvré au développement de la FEGUIAE. Pensez-vous qu'un tel travail soit
 - a. nécessaire ?
 - b. Utile ?
 - c. Indispensable ?
11. Selon vous, comment sera-t-il possible d'intégrer les exigences de la participation communautaire et celles de la gestion du système éducatif ?

PUBLIC CIBLE: ALLIANCES

1. Comment a été organisée votre alliance ?
2. Qui est membre de l'alliance ?

Organisations :

Personnes représentant ces organisations :

3. Quel est votre mode d'intervention ?
4. Quel est votre domaine d'intervention ?
5. Quels résultats avez-vous obtenus ?
6. Quelles difficultés avez-vous rencontrées ?
7. Etes vous satisfaits des résultats concernant
 - a. Scolarisation des filles
 - b. Maintien des filles
 - c. Réussite des filles
 1. combien de filles ont réussi ?
 2. Combien de candidates ?
8. Selon vous, quel rôle devrait jouer l'alliance dans votre communauté ?

PUBLIC CIBLE: BUREAUX D'APEAE

IDENTIFICATION

APEAE de :

Date de création : Siège :

CRD / Sous – préfecture / C.U :

Préfecture de :

1. Pourriez-vous nous décrire vos élections du bureau APEAE les plus récentes ?
2. Quelle est votre appréciation de la formation que vous a prodiguée PACEEQ ?
3. Quel était le nombre de femmes dans le BAPEAE avant le PACEEQ ?
4. Y a t il des membres du bureau qui ont bénéficié du programme d’alphabétisation PACEEQ?
 - a. Combien ?
5. L’alphabétisation a-t-elle changé les activités du bureau ? Si oui, quelle a été la contribution de ce programme au travail des APEAE
6. Quelle a été la contribution à la scolarisation de l’APEAE en général ?
7. Quelle a été la contribution de l’APEAE à la scolarisation des filles ?
8. Quelles sont les mesures que vous avez prises qui, d’après vous, ont le plus contribué à l’amélioration de la scolarisation de la jeune fille ?
9. Est-ce qu’il y a d’autres mesures prises par d’autres organisations qui ont permis d’améliorer la scolarisation de la jeune fille ? Par exemple ?
10. Est-ce que la scolarisation des filles a influencé :
 - a. La vie de famille oui non
 - b. Des filles
11. Avez-vous eu l’occasion d’écouter des programmes de radio concernant l’école ?
12. Que faites-vous pour transférer votre expérience à d’autres parents d’élèves et amis de l’école pour assurer la relève aux différents postes du bureau?
13. Est-ce que l’APEAE dispose d’un plan d’action d’amélioration de l’éducation ? oui non
 - Si non ; Pourquoi ?

14. Est-ce que les activités du PAE sont mise en œuvre ? oui non

15. Existe-t-il une coopération entre vous et le directeur ou les autorités scolaires concernant?
Cochez les catégories mentionnées.

- a. La réfection des locaux _____oui _____non
- b. L'achat ou la rénovation du mobilier _____oui _____non
- c. La construction de classes _____oui _____non
- d. L'amélioration de l'environnement scolaire _____oui _____non
- e. La production des statistiques scolaires _____oui _____non
- f. La gestion des livres _____oui _____non
- g. L'inventaire des biens de l'école _____oui _____non
- h. Les conditions de vie des enseignants _____oui _____non
- i. L'augmentation du taux de scolarisation des filles ? _____oui _____non
- j. Le maintien et la réussite des filles à l'école ? _____oui _____non
- k. La recherche et la confection du matériel didactique ? _____oui _____non
- l. Le perfectionnement des enseignants ? _____oui _____non
- m. L'analyse des résultats scolaires ? _____oui _____non
- n. Le suivi de la présence des enseignants ? _____oui _____non
- o. Le suivi de la présence des élèves ? _____oui _____non

Autres

16. Que faites vous maintenant que vous ne faisiez pas avant ?

17. Existence de documents administratifs et à jour (P.V, doc. Comptable, etc.)?

18. Quel genre de collaboration avez-vous avec la coordination sous-préfectorale ?

19. Est-ce que vous rencontrez des difficultés dans certains rapports avec la coordination ?

20. Est-ce que vous arrivez à les surmonter ?

- Si oui ; comment ?
- Si non ; pourquoi ?

—

21. Est-ce que vous informez ou impliquez les élus locaux :

- Dans la réalisation de vos activités ? information implication
- Dans les résultats obtenus ? information implication
- Dans les difficultés rencontrées ? information implication

22. Est-ce que les élus locaux vous apportent leur appui dans la réalisation de vos activités ?

Si oui ; quel genre d'appui ?

23. Est-ce que vous informez ou impliquez le DIRECTEUR

- Dans la réalisation de vos activités ? information implication

Combien de fois ?

33. Avez-vous reçu des visites d'autres APEAE ?
Combien de fois ?

34. Quels sont vos liens avec la FEGUIPAE ?

35. Selon vous, quel devrait être le rôle de la FEGUIPAE ?

36. Quelle est la situation financière de votre APEAE ?
Pouvez-vous nous montrer votre budget ?
Pouvez-vous nous montrer votre rapport de gestion ?

37. Les contributions scolaires rentrent-elles ?

38. Quelles sont les contributions humaines, physiques, matérielles ou financières, mobilisées pour l'école?

39. Quelle est votre appréciation de l'impact du projet PACEEQ sur la vie communautaire ?

40. Que faites-vous si le travail d'un enseignant n'est pas satisfaisant ?

41. Selon vous, quel est l'impact de l'école sur la communauté en ce qui concerne :

- a. l'hygiène des habitations
- b. l'hygiène personnelle
- c. l'environnement
- d. l'éducation civique
- e. activités sportives et culturelles
- f. l'eau potable
- g. les activités économiques

Autres

PUBLIC CIBLE: COORDINATION D'APEAE

IDENTIFICATION

Coordination de :

Date de création : Siège :

CRD / Sous – préfecture / C.U :

Préfecture de :

Pour chaque membre du bureau

Nom

Position

Sexe

Age

Niveau d’instruction

Occupation

Activité

1. Pouvez-vous nous décrire le rôle joué par votre Coordination.
2. Depuis l’installation du bureau, qu’avez-vous fait ?
3. Pourriez-vous nous décrire la nature de vos liens avec les APEAE de votre sous-préfecture ?
4. Pourriez-vous nous expliquer comment se sont passées les dernières élections du bureau ?
5. Existe-t-il un document qui décrit les responsabilités de la coordination et de ses membres ?
6. Que faites-vous pour régler ces problèmes ?
7. Quelle est votre appréciation de la formation fournie dans le cadre du projet PACEEQ ?
8. Quelle est votre vision de l’école et du rôle des APEAE dans l’avenir ?
9. Comment pensez-vous réaliser cette vision ?
10. Avez-vous eu des contacts avec le programme d’alphabétisation du PACEEQ?
11. Si oui, quelle est la contribution de ce programme au travail des APEAE ?
12. Y a-t-il des membres du bureau de la coordination qui ont bénéficié du programme d’alphabétisation ?
13. Quelle a été la contribution à la scolarisation en général ?

14. Quelle a été la contribution à la scolarisation des filles ?
15. Que peut faire votre coordination pour améliorer la scolarisation des filles ?
16. Que peut faire votre coordination pour améliorer la qualité de l'école ?
17. Que peut faire votre coordination pour améliorer le maintien et la réussite des filles à l'école ?
18. Comment l'alphabétisation de certains membres de votre bureau a-t-elle affecté son travail ?

PUBLIC CIBLE: DIRECTEUR D'ECOLE

IDENTIFICATION

Ecole de :

CRD / Sous – préfecture / C.U :

Préfecture de :

1. Depuis combien de temps dirigez-vous cette école ?
2. Le projet PACEEQ a été actif dans votre école. Savez-vous quel était le but de cette intervention ?
3. Est-ce que vous avez participé à l'élaboration du PAE de l'APEAE
4. Quelle a été votre contribution ?
5. Quels sont les changements que le projet PACEEQ a introduits dans vos activités de directeur ?
6. Avez-vous eu l'occasion de participer à la formation fournie par le projet aux membres de l'APEAE ?
7. Le travail de l'APEAE est-il amélioré à la suite de cette formation ?
8. Quels éléments du fonctionnement de l'APEAE ont été améliorés ?
9. Avez-vous eu des contacts avec le programme d'alphabétisation du PACEEQ?
10. Si oui, quelle a été la contribution de ce programme au travail des APEAE
11. Quelle a été la contribution à la scolarisation en général ?
12. Quelle a été la contribution à la scolarisation des filles ?
13. Est-ce que vous partagez régulièrement avec le BAPEAE des informations sur la réalisation de vos activités qui rentre dans le cadre de votre collaboration ?
14. Est-ce que vous avez une part de responsabilité dans l'application du PAE ?
15. Est-ce que vous êtes informé ou suivez l'application du PAE par le BAPEAE ?

16. Le projet PACEEQ parle souvent de « participation » à l'école. Quelle est votre avis concernant la « participation » ?
17. Cette participation donne-t-elle lieu à des conflits ? Si oui, dans quels domaines ?
18. Comment ces conflits sont-ils résolus ? A quel niveau ?
19. Existe-t-il une coopération entre vous et l'APEAE concernant?
- a. La réfection des locaux ☐ oui ☐ non
 - b. L'achat ou la rénovation du mobilier ☐ oui ☐ non
 - c. La construction de classes ☐ oui ☐ non
 - d. L'amélioration de l'environnement scolaire ☐ oui ☐ non
 - e. La production des statistiques scolaires ☐ oui ☐ non
 - f. La réception des livres ☐ oui ☐ non
 - g. L'inventaire des biens de l'école ☐ oui ☐ non
 - h. Les conditions de vie des enseignants ☐ oui ☐ non
 - i. L'augmentation du taux de scolarisation des filles ? ☐ oui ☐ non
 - j. Le maintien et la réussite des filles à l'école ? ☐ oui ☐ non
 - k. La recherche et la confection du matériel didactique ? ☐ oui ☐ non
 - l. Le perfectionnement des enseignants ? ☐ oui ☐ non
 - m. L'analyse des résultats scolaires ? ☐ oui ☐ non
 - n. Le suivi de la présence des enseignants ? ☐ oui ☐ non
 - o. Le suivi de la présence des élèves ? ☐ oui ☐ non
20. Selon vous, quel devrait être le rôle de l'APEAE dans la vie de l'école ?
21. Quelle est la plus grande contribution que l'APEAE peut faire à l'école ?
22. Pensez-vous que l'APEAE encourage les parents en général à s'intéresser à l'amélioration de la scolarisation des filles ?
23. Quelles contributions la coordination pourrait apporter à la résolution des problèmes de l'école ?
24. Que faites-vous lorsque le nombre d'enfants scolarisables est plus élevé que le nombre de places disponibles ?
25. Quelle contribution positive l'APEAE fait-elle à la vie de l'école ?
26. Pensez-vous que les conditions de travail des enseignants ont été améliorées par les activités de l'APEAE ?
27. Pensez-vous que les résultats auxquels vos élèves parviennent ont été améliorés par les activités de l'APEAE ?
28. Le bureau de l'APEAE tient-il périodiquement des réunions pour informer les parents ?

29. Les enseignants sont-ils informés des décisions de l'APEAE ?

PUBLIC CIBLE: ELEVES

IDENTIFICATION

Ecole de :

CRD / Sous – préfecture / C.U :

Préfecture de :

1. Existe-t-il une organisation des élèves dans l'école ?
2. Est-ce que vous êtes au courant de l'existence d'un BAPEAE ? Oui Non
3. Que fait ce bureau ?
4. Dites ce qu'il vous apporte dans l'amélioration de vos conditions d'étude :
 - Structure du bâtiment de classe,
 - le mobilier ;
 - Effectifs en classe ;
 - Qualité de l'enseignement
 - Qualité des enseignants ;
 - Discipline dans l'école ;
 - Sensibilisation des parents autour des questions liées à votre éducation ...
5. Est-ce que des actions sont menées en faveur :
 - De l'équité (égalité) dans la scolarisation des filles et garçons ?
 - Du soutien, des filles à l'école
 - du maintien des filles à l'école
 - de la réussite des filles à l'école ?
6. Comment les garçons perçoivent-ils cette façon de faire ?
7. Qu'est ce que vous suggérez au BAPEAE pour lui permettre de faire tous les jours un peu plus dans l'amélioration de votre éducation ?

PUBLIC CIBLE: FEGUIPAE

19. Pouvez-vous nous décrire le rôle et les activités de votre fédération quand elle a été créée.

Statuts :

- a. qui a élaboré les projets de statuts ?
- b. Comment ont-ils été adoptés ?
- c. Par Qui ?
- d. Quand ?

Bureau :

- a. Comment a-t-il été installé ?
- b. Par qui ?
- c. Quand ?
- d. Nombre de membres actuel ? dont : femmes

Coopération :

20. Pourriez-vous nous décrire la nature de vos liens avec les coordinations régionales.
Préfectorales ?
Sous-préfectorales ?
APEAE ?

3. L'administration scolaire ?
Que faites-vous avec l'administration scolaire ?
Quels sont vos liens avec le ministère ?

21. Y-a-t-il des difficultés avez-vous rencontrées dans la mise en place et le fonctionnement de la fédération ?

22. Quelles actions avez-vous mené, ou comptez-vous mener, pour améliorer le cadre juridique et réglementaire ainsi que le fonctionnement du système éducatif ?

Quelles actions avez-vous mené en direction de :

- Partenaires extérieurs ?
- ONG ?
- Assemblée nationale ?
- Syndicats des enseignants ?
- Les ministères de l'éducation ?
- La fonction publique ?
- Les Finances ?

Que faites-vous pour régulariser le paiement des salaires des enseignants contractuels ?

Comment financez-vous ces actions ? (cotisations).

23. Que pensez-vous faire qu'il faille faire?

24. Quelle est votre appréciation des formations fournies par PACEEQ ?
25. Quels rapports entretenez-vous avec les ONG nationales et internationales dans l'intérêt de l'éducation ?
26. Quelle est votre vision du rôle de votre fédération ?
27. Comment pensez-vous réaliser cette vision ?
28. Si l'on vous demandait de rêver un peu, comment entreverriez-vous le développement des APEAE dans les prochaines années ?

PUBLIC CIBLE: ONG LOCALES

1. Nom de l'ONG:
2. Quand a été créée votre ONG ?
3. Quel était son domaine d'intervention avant l'arrivée du projet PACEEQ ?
4. Pourriez-vous nous donner des exemples de réalisation de votre ONG avant l'arrivée du projet PACEEQ ?
5. Existe-t-il un document qui décrit les responsabilités de l'ONG et de ses membres ?
6. Pouvez-vous nous décrire le rôle joué par votre ONG dans le projet PACEEQ?
7. Pouvez-vous nous décrire les problèmes rencontrés par l'ONG, par exemple :
 - a. Fonctionnement des APEAE
 - b. Illettrisme
 - c. Calendrier agricole
 - d. Distance
 - e. Relations avec l'administration scolaire ?
 - i. quel niveau ?
 - f. Attitude des enseignants ?
 - g. Autres problèmes
8. Que faites-vous pour régler ces problèmes ?
9. Qui a formé en alphabétisation ?
10. Avez-vous eu des contacts avec le programme d'alphabétisation ?
11. Si oui, quelle a été la contribution de ce programme au travail des bureaux APEAE ?
12. Comment envisagez-vous l'avenir de votre ONG ?
13. Dans quels domaines pensez-vous intervenir ?

PUBLIC CIBLE: RESPONSABLES COMMUNAUTAIRES

1. Type de responsabilité :

Chef traditionnel
Délégué
Maire
Responsable de .

2. Savez-vous comment est gérée l'école ?

3. Le projet PACEEQ se termine bientôt. Quelle est votre appréciation de la contribution de ce projet à votre communauté ?

4. Quelle est la contribution la plus importante, selon vous ?

5. Quels rapports L'APEAE a-t-elle avec vous ?

6. Les responsables de l'APEAE jouent-ils un rôle dans la communauté en dehors de leurs activités dans l'APEAE ?

7. Selon vous, quel est le rôle que devrait jouer l'APEAE dans la communauté ?

8. Le projet PACEEQ se termine. Quel appui pourriez-vous apporter à l'APEAE pour poursuivre son travail ?

CU

2. Connaissez-vous le projet PACEEQ ? oui - non

3. Le projet PACEEQ se termine bientôt. Quelle est votre appréciation de la contribution de ce projet à votre communauté ?

4. Existe-t-il une coopération entre vous et l'APEAE concernant?

- a. La réfection des locaux _____oui _____non
- b. L'achat ou la rénovation du mobilier _____oui _____non
- c. La construction de classes _____oui _____non
- d. L'amélioration de l'environnement scolaire _____oui _____non
- e. L'inventaire des biens de l'école _____oui _____non
- f. Les conditions de vie des enseignants _____oui _____non
- g. L'augmentation du taux de scolarisation des filles ? _____oui _____non
- h. Le maintien et la réussite des filles à l'école ? _____oui _____non
- i. La recherche et la confection du matériel didactique ? _____oui _____non
- j. L'analyse des résultats scolaires ? _____oui _____non

5. Quelles sont les ressources mobilisées pour assister l'APEAE ?

6. Les responsables de l'APEAE jouent-ils un rôle dans la communauté en dehors de leurs activités dans l'APEAE ?

7. Selon vous, quel est l'efficacité de l'APEAE dans la scolarisation de la jeune fille ?

8. Le projet PACEEQ se termine. Quel appui pourriez-vous apporter à l'APEAE pour poursuivre son travail ?

9. Si l'on vous demande de rêver un peu, comment entrevoyez-vous le développement des APEAE de votre zone dans les prochaines années ?

10. Par quels processus les préoccupations de l'école sont-elles prises en compte dans vos plans de développement ou plans d'investissement annuels ?

11. Qu'est-ce que la présence de l'école apporte à la communauté ?